

LOCAL EDUCATIONAL AGENCY

TITLE I

REFERENCE MANUAL

2002-2003

**IOWA DEPARTMENT OF EDUCATION
BUREAU OF ADMINISTRATION AND SCHOOL IMPROVEMENT SERVICES
Title I**

Iowa Department of Education
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Des Moines, Iowa
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FOREWORD

The following is the annual *Local Educational Agency Title I Reference Manual* published and distributed to provide information and guidance on developing a Title I program. This Reference Manual also includes the *Title I Electronic Internet Application Manual for 2002-2003*, which offers step-by-step instructions on completing the Title I electronic Internet application. With the extinction of a paper Title I application, this Reference Manual has undergone some refining changes in an attempt to provide Title I program guidance while aligning the document with the electronic application pieces.

In compliance with new federal regulations, changes to the Title I electronic Internet application include the addition of a Migrant Education Narrative Screen, and the addition of a narrative question for LEAs providing service to a local neglected or delinquent facility. Another change is that the Schoolwide Indication of Planning Screen must be added to the electronic application for your district if you are planning to implement a schoolwide program in the next school year. Also, the Schoolwide Program Narratives Screen has been deleted. Please be advised that if you have schoolwide programs in your district, the schoolwide plan for each schoolwide building must be submitted to the Title I office.

President George W. Bush signed the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) into law January 8, 2002. The legislation is called the No Child Left Behind Act of 2001 and it contains substantial changes that impact local educational agencies, area educational agencies, as well as state educational agencies.

The purpose of the No Child Left Behind Act of 2001 is "...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state (*local*) academic achievement standards and state (*local*) academic assessments."

The general provisions effective January 8, 2002, include funding increases by 20% at the federal level; most of the funding increase will be distributed through targeted funds to high poverty schools; variable hold-harmless provision as opposed to 100% in past few years; many new requirements must be addressed in 2002-2003. Reimbursements to districts for Capital Expenses related to private school service were not funded in the reauthorization. These will become an "off-the-top" expense for districts with private schools. If you did not meet with your Title I consultant at an AEA spring update, contact your consultant to visit about any questions you may have regarding NCLB changes.

The due date for this application is July 15, 2002. As always, don't hesitate to contact our office at 515/281-5313 if we can be of assistance. We look forward to working with you this year!

Sincerely,

Paul Cahill
Title I Administrative Consultant

(See Document titled “Title I Internet Reference Manual”)

ACRONYMS

The following is a list of acronyms used in this Manual.

AEA - Area Education Agency
AFDC - Aid to Families of Dependent Children
APR - Annual Progress Report
COE - Certificates of Eligibility
CSD - Community School District
CSIP - Comprehensive School Improvement Plan
ED - U.S. Department of Education
EFIG - Education Finance Incentive Grant
FICA - Federal Insurance Contribution Act (Social Security/Medicare)
FTE - Full-time Equivalency
GAAP - Generally Accepted Accounting Principles
IPERS - Iowa Public Employees Retirement System
LEA - Local Educational Agency
MEP - Migrant Education Program
NAS - National Academy of Sciences
NCLB - No Child Left Behind Act of 2001
P.L. - Public Law
PPE - Per pupil expenditure
Rdg/LA - Reading and/or Language Arts
SEA - State Educational Agency
SWP - Schoolwide Program
TA - Targeted Assistance Program

DEFINITION OF TERMS

The following is an explanation of terms, abbreviations, and definitions associated with the Title I Annual Application. Read them carefully before using this reference manual.

FISCAL

Amendment - Filed electronically when the budget figures change for any reason.
Approved Amount - Budget dollar amount that a district will expend in a project year—equal to or less than allocation.
Basic Grant - Funds allocated to LEAs to provide supplemental reading and mathematics programs in a LEA. Accounts for the largest portion of LEA's current allocation.
Capital Expenses - Non-instructional costs expended for providing Title I instruction to private school children. No longer a separate funding source.
Carryover Allocation - Funds allocated for the previous fiscal year, but not applied for by the LEA in the previous school year budget, that are used in the following school year. These funds must be in excess of \$1,000 and are limited to 15% of current allocation.
Concentration Grant - Funds allocated to LEAs with high concentrations of low-income. Funds become part of current allocation and no separate accounting is necessary.
Current Allocation - Funds allocated for the present fiscal year.
Detail Budget - The screen on the Title I Internet Application where the LEA itemizes budget expenditures.
Education Finance Incentive Grant - Funds allocated to LEAs on the basis of low-income and state-demonstrated effort and equity factors. Funds become part of current allocation and no separate accounting is necessary.
Excess Carryover Funds - Funds exceeding the maximum 15% allowed for carryover into the next fiscal year.
Final Financial Report - Final declaration of project expenditures. Filed electronically by clicking "Project Budget Completion" button on General Budget or General Carryover.
Fiscal Year (FY) - The period beginning July 1 and ending the following June 30.
Fixed Charges - The benefits, such as FICA, IPERS and Insurance, allowed on the Title I budget.

DEFINITION OF TERMS (continued)

General Budget – The screen on the Title I Internet Application where the LEA applies for Title I current allocation funds.

General Carryover – The screen on the Title I Internet Application where the LEA applies for Title I carryover allocation funds.

Hold-Harmless Amount – Guaranteed level of funding at variable rate of 95-85% of the previous year funding, based on the percent of poverty in the LEA. Only applies if state receives adequate funding to meet hold-harmless level of funding.

Indirect Costs – A maximum amount allowed for Title I costs in compliance with OMB Circular A87. The maximum allowed is based on specific LEA percentage computed against Title I salaries and fixed charges.

Project Year - The period that covers the school year program without respect to the fiscal year.

Reallocated Funds – Excess carryover or unspent prior year funds available to eligible LEAs on the basis on increased poverty and greatest need as determined by the state Title I office.

Supplemental – Title I expenditures must be in addition to, not in place of, the regular educational program.

Targeted Grant – Funds allocated to provide increased grants per poverty child as the percentage of economically disadvantaged children in a school district increases. Funds become part of current allocation and no separate accounting is necessary.

Title I Internet Application – The process whereby LEAs apply electronically for Title I funds by completing a multi-screen web-based application at www.edinfo.state.ia.us.

TITLE I ASSESSMENT

Evaluation and assessment requirements mandated by federal legislation are now part of your LEA's Annual Progress Report to the Iowa Department of Education. Districts will not report solely on Title I identified students.

Each accredited school or school district must determine performance levels in at least reading and mathematics at grades 4, 8, and 11 or within spans of grades 3-5, 6-9, and 10-12.

The LEA's Annual Progress Report will be due to the SEA by September 15 of each subsequent year. These reports will meet the requirements for Title I and the SEA.

PROGRAM

Activity - Component that is designed to help disadvantaged children meet high standards. (Reading, Mathematics, Early Childhood, Extended Day, Extended Year, etc.)

Adequate Yearly Progress (AYP) – This is a measure of progress in student achievement over time. LEAs must demonstrate that they are meeting incremental goals each year in order to reach the ultimate goal of 100% of students proficient by year 2014.

Annual Progress Report (APR) – Local school district, both public and accredited private schools, are required to develop a report that is provided to the public and to the Iowa Department of Education by September 15 of each year. Title I students are included in the data provided by this report.

Comprehensive School Improvement Plan (CSIP) – Once every five years LEAs must develop a plan of improvement. Information about Title I programming, including but not limited to: parent involvement, staff development, coordination with other programs, selecting students for service, and Title I service delivery should be incorporated into this district plan.

Elementary and Secondary Education Act (ESEA) – The federal legislation originally enacted in 1965 that includes Title I programs. This legislation is re-authorized approximately every five years.

Eligible student – A student who is failing or most at risk of failing to meet locally determined educational standards is an eligible student. Each LEA must develop a process for determining student eligibility.

Homeless Children Provision – A child who is homeless and attending any school served by the LEA is eligible for services under this provision.

Limited English Proficiency (LEP) - Students who are learning English as a second language and need additional assistance in mastering the English language are categorized as LEP. These students may be served in both English as a second language programs and in Title I programs. However, Title I **may not replace** ESL instruction.

Local Delinquent Provision - Children in a local institution for delinquent children may be eligible for Title I service under this provision.

Local Neglected Program – LEAs that have institutions for neglected children in their geographic boundaries may receive additional Title I funding to provide for the education of these students. These funds are included in the general budget for Title I.

Migrant Education Program – Educational programs funded by Title I migrant funds. These federal funds are a separate funding stream and are provided by the state Title I office to LEAs with high percentages of migrant students.

Migrant Student - A migrant student is defined as a school-aged child whose parent or guardian has moved to a different school district within the last three years for the purpose of working in the agricultural industry.

DEFINITION OF TERMS (continued)

No Child Left Behind (NCLB) – The 2001 reauthorization of ESEA is called No Child Left Behind. It replaced the Improving America's Schools Act (IASA) of 1994.

Parent Compact – Each Title I building must develop a compact in collaboration with parents. This compact must be distributed to all parents of Title I students. In a building with a schoolwide program, every parent should receive the compact.

Parent Involvement Policy – Districts utilizing Title I funds must have a parent involvement policy. (See Parent Document in Appendix Section of this reference manual.)

Private School Title I Services – Accredited private (non-public) schools can choose to receive Title I services for eligible students. The public school district in which the private school is located provides the services. (See section on Targeting of Funds in this reference manual for the formula to determine funds for private school Title I programming.)

Project - The set of activities and services described in the Title I Plan, that have been designed to help disadvantaged children residing in eligible attendance areas meet high standards.

Project Designs:

- **Extended Day project** provides supplemental instructional services to participating children before or after the regular school day.
- **Extended Year and/or Summer school project** provides supplemental instructional services to participating children before or after the regular school year.
- **In-class project** provides supplemental instructional services to participating children within the classroom setting.
- **Pull-out project** provides supplemental instructional services in a setting different from the regular classroom.
- **Schoolwide program** may be implemented after a year of planning is complete in a school where **40 percent** of the children are from low-income families. Schoolwide programs are designed to improve the instructional program for the entire school. Contact SEA Title I office for more information.

School – an attendance center within a local educational agency.

Supplement vs. Supplant – The LEA has a responsibility to provide instructional services to all students. Title I funds are designed to supplement not supplant those services. Ask the question, “In the absence of Title I, what educational opportunities would this child receive?” Title I services should be in addition to those local services.

Title I Schools in Need of Assistance (SINA) – Each year local school districts provide information about the progress of students in Title I schools. School buildings that do not make adequate yearly progress are designated as Title I schools in need of assistance. The 2001 re-authorization requires schools with this identification to notify their public of this identification and if the district has multiple buildings at this grade level the district must provide transportation for students who wish to transfer to another building in the district. Additional details about transportation requirements are available through the state Title I office.

Unduplicated Student Count - each student should be counted only once even if that student receives Title I service in more than one subject area. For example, Tommy receives Title I reading and Title I math services. When computing the unduplicated student count, Tommy can only be counted as one child.

ELIGIBLE SCHOOL ATTENDANCE AREAS

Attendance Area - The geographical area or areas in which children attending a specific public school reside.

Schoolwide - Schoolwide programs allow buildings with a poverty level of 40 percent or more to combine funds to upgrade a school's overall educational program. This increased flexibility eliminates the requirement that specific children be identified for Title I instruction. It allows schools to combine local, state and select federal funds to implement a program helping all children meet academic standards.

Targeted Assistance School - A Title I school whose low-income percentage is at or above the district average, but not participating as a schoolwide program.

Local Educational Agency (LEA) - A term synonymous with the typical Iowa school district.

State Educational Agency (SEA) - The Iowa Department of Education.

DEFINING SCIENTIFIC RESEARCH

Following is the definition of “scientifically based research” as it appears in the No Child Left Behind Act of 2001.

“The term ‘scientifically based research’ (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and (B) includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

DEFINITION OF TERMS (continued)

- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or at a minimum, offer the opportunity to build systematically on their findings; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous objective, and scientific review.”

INSTRUCTIONS FOR PREPARATION OF A TITLE I ANNUAL APPLICATION

PLEASE SUBMIT THE TITLE I APPLICATION VIA THE TITLE I ELECTRONIC INTERNET APPLICATION. USE THE *TITLE I ELECTRONIC INTERNET APPLICATION MANUAL* FOR STEP-BY-STEP INSTRUCTIONS AND REFER TO THE FOLLOWING FOR SPECIFIC APPLICATION AND PROGRAM GUIDANCE.

YOU ARE REMINDED THAT ALL REQUIRED INFORMATION MUST BE ACCURATELY COMPLETED AND APPROVED BY STATE TITLE I STAFF BEFORE FUNDS CAN BE RELEASED TO THE LEA. A COMPLETE APPLICATION CONSISTS OF EACH APPLICABLE SCREEN AS OUTLINED IN THE FOLLOWING PAGES.

ANNUAL APPLICATION SCREEN

NOTE: The Annual Application Screen must be completed to receive Title I funding.

The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number (if available) and contact person's e-mail address (if available). Either the superintendent or the Title I contact person must certify the Title I application as the first step of the application process.

	Preschool	Reading Recovery	Pull-out	In-Class	Combo: Pull-Out/ In-Class	Extended Day	Summer School
Rdg/LA							
Math							
Other							

This section is for reporting the type of Title I services delivered in your district. If you have a Title I preschool program, enter the **age(s)** of children being served in the "Preschool" column opposite "Other." If you have a trained Reading Recovery teacher working with first graders in Title I, place a **1** in that column. Indicate all other types of Title I programs by entering the **grade levels** of students served in reading and/or mathematics. If Title I service are available in other subject areas as approved by the State Title I Office, again enter the grade levels of students served under the type of program. For example, if your district has pull-out reading instruction in the primary grades and in-class math instruction for 4th and 5th graders, enter **1-3** opposite "Rdg/LA" in the "Pull-Out" column and **4-5** opposite "Math" in the "In-Class" column. **Do not include numbers of students served.**

SELECTION OF SCHOOLS SCREEN

NOTE: The Selection of Schools Screen must be completed to receive Title I funding.

LOW-INCOME CRITERIA used to identify and rank eligible attendance areas and determine school allocations:

Select one: ☐ Free and Reduced Price School Lunch; ☐ Free Lunch Only; ☐ Other (describe)

Select the source or sources of data that the agency uses to determine the number of low-income families. Each agency must choose a single data source or combination of data sources as its school attendance area selection criterion. Documentation of data secured should be made part of the applicant agency's Title I records, but need not be submitted to the Title I Office. However, the LEA should keep this information on file for possible inspection by auditors and the SEA staff. The most commonly used source of low-income data is the school district free and reduced price school lunch count.

RANK ORDER OF ATTENDANCE AREAS

Please indicate whether the district is using low-income percentage or grade span and percentage to rank order attendance centers. Based on the choice selected, the attendance centers will be automatically sorted once all data is entered below and user clicks the Update button. The most commonly used method is rank order by low-income percentage.

ATTENDANCE CENTER INFORMATION

All columns must be completed before application can be approved. **Exception:** "Eligible" and "Served" columns for

schoolwide buildings. The information for **ALL** buildings in the district must be completed even if Title I funds are not used in all buildings. An example of how this page should be completed is included in each of the example sections below. **NOTE:** Data used in this section can be from any school calendar date, but must be consistent across the district.

RANK ORDER OF ATTENDANCE AREAS			
List all public schools in rank order by low-income percentage			
Blg. No. 1	Name of Attendance Center 2	Grade Levels Housed 3	Status (*) 4
E X 409	A M P L E O N District Elementary	L Y K-6	T
Totals			

Column 1 - Blg. No.
The building numbers for each attendance center in the LEA are automatically entered on the Selection of Schools Screen. These numbers should match with information printed in the Iowa Educational Directory.

Column 2 - Name of Attendance Center
All public school attendance centers are listed automatically for the district. After selecting the rank order criterion being used, the attendance centers will be automatically sorted in rank order from highest to lowest according to low-income percentages.

Column 3 - Grade Levels Housed
The grades housed in each center within the LEA will automatically be entered for each attendance center.

Column 4 - Status (*)
The default for this column is “N.” Please select the code that indicates whether an attendance center is (S) Schoolwide Program, (T) Targeted Assistance School, or (N) Not Served. **NOTE:** Schoolwide programs require 40 percent low-income and a year of planning prior to implementation. (Refer to section on Definitions.)

Resident children in Attendance Area (Include public and private school children)						
All Resident Children by Attendance Area			Resident Children from Low-income Families			Percent
Public 5	Private 6	Total 7	Public 8	Private 9	Total 10	10/7 11
E X 100	A M 8	P L 108	E O 30	N L 2	Y 32	29.6
Districtwide Percentage (Column 10 Total / Column 7 Total)						

NOTE: Please exercise careful attention in completing this portion of the application. The information compiled from these data becomes the basis for granting NDEA Loan Cancellation privileges to eligible full-time teachers in Iowa school systems.

Column 5 - Public - All Resident Children by Attendance Area
Enter, by attendance center, the number of children residing therein. This would include all resident children enrolled in other public schools, children housed in institutions in the district, children that are home-schooled, and dropouts. The column will automatically calculate the total number of resident public school children in the LEA.
NOTE: Do not include children open enrolled into another LEA, do include children open enrolled into your LEA.

GRADESHARING DISTRICTS need to enter the combined resident count for grade levels housed within district.
NOTE: Where applicable include special education children, local neglected and delinquent children, children that are home-schooled, and dropouts that could be enrolled in the grade levels housed from both the district filing the application and districts entered in the whole-grade sharing agreement.

Column 6 - Private - All Resident Children by Attendance Area

Enter the number of children attending private schools that reside within each public school attendance center boundary. The column will automatically calculate the total number of resident private school children. **NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column. For guidance in determining low-income private school children, see Title I Questions and Answers, Allocation of Title I Funds to School Attendance Areas and Schools section of this reference manual.

Column 7 - Total - All Resident Children by Attendance Area

Columns 5 and 6 will be automatically calculated to reflect the total number of resident children by attendance center. Column 7 will automatically calculate to reflect the total number of resident children in the LEA.

Column 8 - Public - Resident children from Low-income Families

Enter, by attendance center area, the number of children from Column 5 that are from low-income families. The column will automatically calculate the total number of resident public school children from low-income families within the LEA.

Column 9 - Private - Resident Children from Low-income Families

Enter, by attendance center area, the number of children from Column 6 that are from low-income families. The column will automatically calculate the total number of resident private school children from low-income families. **NOTE:** Accredited private schools within the LEA appear at the bottom of this screen. If there are private schools within your LEA, you must reflect the appropriate numbers in this column.

Column 10 - Total - Resident Children from Low-income Families

Columns 8 and 9 will be automatically calculated to reflect the total number of children that are from low-income families by attendance center area. Column 10 will automatically calculate to reflect the total number of public and private school students that are from low-income families.

Column 11 - Percent - 10/7

The low-income percentage for each attendance center area will be automatically computed to reflect the percent of low-income in Column 11 to the nearest tenth of a percent (e.g. 29.6). The box at the bottom of Column 11 will automatically enter the districtwide average low-income percentage by dividing the total of Column 10 by the total of Column 7. Those schools above the districtwide average are eligible to receive Title I funds. (Refer to section on Within District Targeting of Title I funds.)

NOTE: Attendance centers with a 75% or above poverty rate are mandatory centers and must be served by Title I.

Unduplicated Student Counts (public only) For Targeted Assistance Schools			Grade Levels Served in Targeted Assistance Schools	
Eligible			Served	
12			13	
E	X	A	M	P
40			25	

Column 12 - Eligible - Unduplicated Student Counts (public only) for Targeted Assistance Schools

A student who is failing or most at risk of failing to meet locally determined educational standards is an eligible student. Each LEA must develop a process for determining student eligibility. Using district Title I selection criteria, enter the unduplicated number of public school students at each (T) Targeted Assistance School who are eligible for the Title I service being offered at that school. This column must be completed in order for the application to be approved.

Column 13 - Served - Unduplicated Student Counts (public only) for Targeted Assistance Schools

Using the information in Column 12 enter the unduplicated number of public school students to be served at each (T) Targeted Assistance School. The number in Column 13 cannot be greater than the number in Column 12. This column must be completed in order for the application to be approved.

Column 14 - Grade Levels Served in Targeted Assistance Schools

Enter the grade levels at which students are receiving Title I service in each served building. For example, if Title I instruction is available in reading to students in primary grades only, enter "1-3" in column 14 opposite the name of that school. NOTE: Grade levels served must match data entered on Annual Application Screen.

NUMBER OF ELIGIBLE HOMELESS CHILDREN IN NON-ELIGIBLE ATTENDANCE AREAS**THIS INQUIRY MUST BE COMPLETED BY LEAS WITH MORE THAN ONE LIKE GRADE SPAN SCHOOL ONLY IF AT LEAST ONE OF THE SCHOOLS IS ELIGIBLE AND THE OTHER IS NOT ELIGIBLE.**

Currently, Section 281-33.3 (256) of the Iowa Code requires school districts to "Locate and identify homeless children or youth of school age who are found within the district...". In the Iowa code a "homeless child or youth of school age" is defined as "a child or youth between the ages of 5 and 21 who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age."

The estimated total number of homeless children residing in your district during the 2000-2001 school year	<input type="text" value="1"/>
1. Estimate the number of homeless children currently residing (enrolled and non-enrolled) in non-Title I funded school , shelters, and other locations where children may live. (report only homeless child that would be either the same age or in the grade span as children served in Title I schools)	<input type="text" value="1"/>
2. If applicable , list the amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.	<input type="text" value="33"/>
3. If applicable , please provide a description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters, and other locations where children may live.	
<div>Test message</div>	

The estimated total number of homeless children residing in your district during the 2000-01 school year has been automatically entered.

- ◆ For question #1, estimate the number of homeless children in the district in non-Title I funded schools, shelters and other locations where children may live. Report only homeless children that would be either the same age or in the same grade span as children served in Title I schools. **If the district has no such children, a "0" must be entered.**
- ◆ If children are reported in question #1, then for question #2 list the dollar amount of Title I funds that will be set aside to ensure equitable service to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters and other locations where children may live.
- ◆ If children are reported in question #1, please provide a narrative description of the Title I services that will be provided to Title I eligible homeless children residing (enrolled or non-enrolled) in non-Title I funded schools, shelters and other locations where children may live in response to question #3.

PRIVATE SCHOOLS RECEIVING SERVICES

Name	Grade Levels	Number of Children Enrolled Residing in Project Areas
	TOTALS	

All accredited private school attendance centers in your school district and the grade levels of each center will automatically be displayed. Enter the number of children enrolled who reside in a participating Title I attendance center (these children should have been entered in Column 6 above). Compute the total number of private school children enrolled who are residing in project areas and enter in the appropriate column.

Unduplicated Student Counts		
Eligible		Served
TOTALS		

Enter the unduplicated number of children from each private school attendance center who are eligible for the Title I service and, in the last column, the actual unduplicated number of private school children to be served. Each column will automatically calculate the total number of eligible private school students and the total number of those students served by Title I.

GENERAL BUDGET SCREEN

NOTE: The General Budget Screen must be completed to receive Title I funding.

TITLE I PROJECT STAFF ASSIGNMENTS						
THIS SECTION SHOULD REFLECT THE AMOUNT OF STAFF FUNDED FROM CURRENT ALLOCATION						
TITLE I STAFF	ESTIMATED STAFF FOR REGULAR TERM				SUMMER SCHOOL STAFF	LOCAL NEGLECTED STAFF
	PUBLIC		PRIVATE		NUMBER	NUMBER
	NUMBER	FTE	NUMBER	FTE		
CERTIFIED						
EDUCATIONAL ASSOCIATES						
SUPPORTIVE						
TOTALS						

NOTE: Summer school salaries must be broken out on the Detail Budget Screen.

Enter the number of staff assignments for which salary payments will be made from Title I funds for services to be performed in this project in schoolwide as well as targeted assistance buildings.

Complete full-time equivalency (FTE) for staff assignments for the regular term. The FTE of a staff member must reflect that part of the staff member's salary paid by Title I. Round this figure (FTE) to the nearest tenth of a percent (e.g. 3.4). ALSO, IF CARRYOVER FUNDS ARE USED FOR PARTIAL SALARIES, it will be necessary to prorate the FTE on both the General and Carryover Budgets. For example: assume that you have \$5,000 available in carryover funds. The carryover funds represent 20 percent of the salary, so you should report one (1) teacher at .8 FTE on the General Budget Detail Screen and one teacher with an FTE of .2 on the General Carryover Detail Screen.

Enter the number of staff for any summer school programs that is part of the project.

Enter the number of Local Neglected Education program staff that is part of the project.

The terms certified, educational associates, and supportive personnel are defined as follows:

1. Certified - These are the teachers who have been employed to perform the teaching activities described in this application. Teachers with responsibility for any remedial reading instruction must have a reading endorsement. Any questions regarding a reading endorsement must be directed to the DE Bureau of Practitioner Preparation and Licensure.

2. Educational Associates - These are the educational associates who: 1) supervise Title I students on a monitorial or service basis; 2) work with Title I students in a supportive role under conditions determined by the Title I staff or coordinator; and 3) perform various clerical or other routine school tasks for Title I.
3. Supportive - This term refers to both certified and non-certified staff who will be employed to assist and support the activities described in this application.

NOTE: In addition to the above mentioned positions, it may be necessary to use Title I funds to employ on an hourly basis bus drivers, food service employees and additional custodial help. Do not include such personnel of this type in this section. However, such personnel should be identified and included in the Title I General Budget.

TITLE I EDUCATIONAL ASSOCIATES INFORMATION	
Educational Level	Number
GED	
High School Diploma	
Two or more years of college	
Certified Teacher	

Enter the number of Title I educational associates at each educational level. Record each associate only once at the highest level of his/her education. If educational associates are only used for summer school, please remember to complete this section for the summer school staff as applicable. NOTE: Do not include in this section any staff classified as "Certified" or "Supportive."

ONLY LEAs RECEIVING TITLE I FUNDING FOR A LOCAL NEGLECTED PROGRAM WILL NEED TO COMPLETE THE FOLLOWING TABLE.

The chart below should reflect the **total** estimated amount of the local **neglected** Title I budget specifically required for activities and services to be provided for institutionalized local neglected children.

TITLE I LOCAL NEGLECTED EDUCATION PROGRAM EXPENDITURES						
SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY (EQUIPMENT)	OTHER EXPENSES	TOTAL BUDGET
\$	\$	\$	\$	\$	\$	\$

NOTE: Title I local neglected funds must be included in the appropriate expenditure categories on the Title I General Budget Detail Screen. The above chart provides a quick reference for local neglected expenditures.

NOTE: If your LEA provides Title I service to a local neglected facility with local neglected funding, you must complete the narrative question on the Local Neglected or Delinquent Narrative Screen. Describe how the services provided to any local neglected facility with Title I local neglected funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.

TITLE I CURRENT PROJECT BUDGET (ROUND TO NEAREST DOLLAR)

(ROUND TO NEAREST DOLLAR)		OBJECTS						
FUNCTION	EXPENDITURE ACCOUNTS	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES/ OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
TOTAL PROJECT BUDGET (DO NOT EXCEED NEW TITLE I ALLOCATION)								\$

NOTE: There are two Title I budget forms: (1) the Title I Current Project Budget on the General Budget Screen which represents the total amounts requested for specific items found in the Detail Budget and (2) the General Budget Detail Screen which provides an **itemized** account of expenditures to be incurred. No data can be entered on the Title I Current Project Budget. This is a summary table that displays totals automatically transferred from the General Budget Detail Screen. You may only enter figures on the Detail Budget and those figures will be automatically placed into the Title I Current Project Budget. **NOTE: Do not attempt to enter any figures in the “Total” fields as the total is automatically calculated as you enter specific expenditure figures.** Round all amounts to the nearest dollar. Be sure the total project budget amount applied for on the Title I Current Project Budget (including any local neglected funds, but **not** carryover funds) does not exceed the new Title I current allocation as noted at the bottom of the Annual Application Screen. This budget is to reflect only the portion of the Title I program that will be paid for with Title I funds received by your district. **Any expenditures covered by local general fund dollars must not be included in this budget.**

When all information has been entered on the General Budget Detail Screen, you may return to the General Budget Screen and you will see the total budget figures in each category on the Title I Current Project Budget. **NOTE: After verifying the accuracy of the figures entered in each of the four tables on the General Budget Screen, you must certify the Title I Current Project Budget before the Title I staff can proceed with processing your application.** Once you click the “Certify” button, a yellow warning message will appear as a reminder that all required screens must be completed before the SEA can approve the budget and release funds to the LEA.

Once the district certifies the Title I Current Project Budget, no changes can be made at the local level. If a need arises to change budget figures prior to approval by state Title I staff, you may remove district certification and make revisions to the budget by following the process outlined in the *Title I Electronic Internet Application Manual*. **NOTE:** It is advisable to visit with the Title I office prior to revising the budget in this situation.

For various reasons, it may become necessary for a LEA to amend the approved budget during the project year. The option for amending the Title I Current Project Budget becomes available electronically once the SEA approves the General Budget or General Carryover Budget. If you encounter a need to amend the budget during the project year, refer to the *Title I Electronic Internet Application Manual* for instructions regarding the amendment process.

Carryover funds are previous year current allocation funds that were not applied for by the LEA in the previous school year budget. Funds that were applied for by the LEA in the previous school year budget but not actually spent as part of the previous school year costs, only become available carryover funds for the LEA through an electronic amendment process. All carryover funds are limited by Title I legislation to a maximum 15 percent of the allocation for LEAs receiving \$50,000 or more. A waiver of the 15 percent maximum carryover limitation is available to LEAs once every three years. The minimum carryover that may be applied for is \$1,000. Applications for use of carryover funds will require completion of the Title I Carryover Project Budget and the Detail Budget on the General Carryover and General Carryover Detail Budget Screens. A carryover allocation requires separate accounting.

NOTE: Local neglected education program funds should be included in the Title I General Budget and itemized on the General Budget Detail Screen to reflect total LEA local neglected program expenditures. In addition, these expenditures should also be reflected in the Local Neglected Program Expenditures section immediately preceding the Title I Current Project Budget.

NOTE: Local delinquent education program funds are separate from the current allocation and are to be applied for as a separate project on the Delinquent Application, with a separate budget and separate accounting.

NOTE: Reimbursements to districts for Capital Expenses related to private school service were not funded in the reauthorization. These will become an “off-the-top” expense for districts with private schools.

GENERAL BUDGET DETAIL SCREEN

NOTE: The General Budget Detail Screen must be completed to receive Title I funding.

NOTE: Refer to the *Title I Electronic Internet Application Manual* for instructions in accessing the General Budget Detail Screen and guidance in electronically completing and submitting the form.

The General Budget Detail Screen has as its purpose the providing of detail that is not possible to provide in the Title I Current Project Budget. To assist you with this specific budget development, the following explanation of the Title I Current Project Budget will be made by discussing the nine columns moving left to right across the top of the budget.

Functions - Column 1 - Each function number in Column 1 represents a broad series of expenditures used in uniform financial accounting.

Expenditure Accounts - Column 2 - These expenditure categories represent the names of expenditure accounts to be used to classify Title I expenditures.

Objects - Salaries - Column 3 - The salary amounts include all payments for services rendered to be paid directly by the LEA from Title I funds. **Do not include salaries paid from Phase I, II, or III monies.**

Objects - Employee Benefits - Column 4 - Title I funds may be used to pay Iowa Public Employees Retirement System (IPERS), Federal Insurance Contribution Act (FICA) of salaried Title I employees, and other district benefits. Since the percent of contribution on both the above-mentioned programs may change, proposed expenditures should be based upon the current percents of 7.65% for FICA and 5.75% for IPERS. **Itemize the employee benefits by categories on the General Budget Detail Screen -- FICA, IPERS, and Insurance (e.g. workers compensation insurance, medical, dental, disability, life insurance, and unemployment).**

Objects - Purchased Services - Columns 5 - Purchased Services includes all payments to be made to other agencies or individuals not on the payroll for specific services performed. **NOTE:** Equipment repair is considered a purchased services expense.

Objects - Supplies - Column 6 - Approvable amounts for materials and supplies for Title I project are to be entered in Column 6.

Expenditures for materials and supplies will be limited to the minimum required to implement and continue Title I activities or services. Examples of supplies are consumable materials, computer software, books, manuals, etc. **Expenditures for Title I supplies to be purchased must be itemized by category as identified on the General Budget Detail Screen.**

Objects - Property - Column 7 - Approvable amounts for instructional equipment are to be entered in Column 7. Expenditures for instructional equipment will be limited to the minimum required to implement and continue Title I activities or services. Examples of items budgeted in property might be computer hardware or furniture. **Expenditures for Title I property to be purchased must be included on the General Budget Detail Screen.**

Objects - Other Expenses and Other Uses of Funds - Column 8 - The Other Expenses Column includes other expenditures not classified as Salaries, Employee Benefits, Purchased Services, Supplies, or Property. This is the column to use for professional dues and indirect costs. See function explanations below for proper placement of these costs.

Objects - Total - Column 9 - This column includes the sum total of amounts recorded in Columns 3 through 8.

Explanation of the Functions 1000-4000 requires certain detail related to regulations governing Title I expenses. Each expenditure category is explained as follows:

Function 1000 - Instruction - This includes Salaries, Column 3, paid to the employees who have been employed to complete the teaching activities of the program. Employee Benefits, Column 4, Title I funds may be used to pay Iowa Public Employees Retirement System (IPERS) and Federal Insurance Contribution Act (FICA) of salaried Title I teachers and associates as these are mandated by law. Purchased Services, Column 5 includes amounts for instructional services purchased from other agencies or rental of instructional equipment. It also includes expenses incurred to provide the instructional service of the Title I activity. An example would be the travel expense of a teacher who had teaching duties in two attendance centers during the day. The expense of such travel would be included in this column.

Column 6 includes approvable amounts for materials and supplies for Title I. Column 7 includes approvable amounts for instructional equipment. Column 8, Other Expenses and Other Uses of Funds, includes expenses for professional dues. **(NOTE: Indirect Costs go under Function 2300.)**

Function 2200 - Instructional Staff Support Services - Column 5, Purchased Services, includes amounts for inservice and travel.

Function 2300 - Administration Support Services - Salaries (Column 3) and Employee Benefits (Column 4) for the administration of Title I programs cannot be paid from Title I funds. There are two notable exceptions to this rule:

1. When the project is of sufficient size and scope to merit an administrator. The SEA makes the final decision as to size and scope.

2. When summer school activities are of sufficient size and scope to merit an administrator. Again, the SEA makes the final decision as to size and scope. A letter must be sent to the Title I office stating that the director of the summer school is not otherwise under General Fund contractual obligation to the district.

Column 5, Purchased Services, LEAs that expend more than \$300,000 annually in federal funds may use Title I funds to pay the expense of an audit that is incurred as a direct result of the Title I program. Since an audit will be made after the close of the fiscal year, it is recommended that funds in the current budget be set aside to pay the cost of the preceding year's program.

Column 8, approvable amounts for restricted indirect costs are to be entered on the Title I Project Budget in Column 8, Other Expenses and Other Uses of Funds.

The restricted indirect cost percentage can be applied only to the amounts of salaries and employee benefits (current and carryover budgets) approved for Title I staff.

Indirect Costs are those costs which are not readily identifiable with the activities or contracted services, but are nevertheless incurred for the joint benefit of those activities and programs of the organization. **NOTE:** Indirect cost expenditures must comply with the U.S. Office of Management and Budget Circular A87. The advantage of an Indirect Cost Allocation Plan and rate is that it is a simplified means for determining a fair share for indirect costs of Federal grants and contracts. **The indirect cost rate must be calculated and applied for on each budget. If the indirect cost exceeds the maximum allowed for the salaries and benefits on the budget, a RED warning will be received and will need to be corrected prior to proceeding.**

The Iowa Restricted Indirect Cost Plan for LEAs establishes maximum predetermined rates for a given fiscal year. Restricted Indirect Cost Rates are computed annually by the Iowa Department of Education. **NOTE:** For Title I purposes, the given fiscal year indirect cost rate applies to the project established for the school year and remains in place even when project expenditures extend into the next fiscal year.

Function 2600 - Operation and Maintenance of Plant - A district may apply for reimbursement of non-instructional expenditures that have incurred as a result of operating a Title I private school site or a Title I migrant education program. Expenses may include rent; lease of real property; utilities; insurance and maintenance costs.

Function 2700 - Student Transportation Services - Title I funds may be used to pay the transportation expense of public school students only to Title I activities only when normally scheduled LEA bus service is not available. Examples would include transportation of students between attendance centers, extra bus trips for prekindergarten and kindergarten students, and summer school.

Column 3, Salaries, should contain the amount needed to pay the salaries of the bus drivers. Column 4 would include the employee benefits of the bus drivers. Column 5 would include any contractual agreement with an outside agency for busing children. Column 5, Purchased Services, should be used for the maintenance cost of district buses when they are directly involved in the transportation of Title I students.

Function 3100 - School Nutrition Services - Title I funds may be used for providing food and food services only when they are not covered by state or federal funds received from the Bureau of Food and Nutrition of the Iowa Department of Education. Each request will be reviewed individually by the SEA.

Function 3300 - Community Services (Parent) - Title I funds may be used for activities associated with Parent Involvement. **NOTE:** LEAs receiving allocations of \$500,000 or more shall reserve not less than 1 percent of the allocation for parent involvement activities, including family literacy and parenting skills.

Function 4000 - Facilities Acquisition and Construction - This expenditure category is rarely used. Prior approval by the SEA is required. **NOTE:** Title I funds may **not** be used for construction expenses.

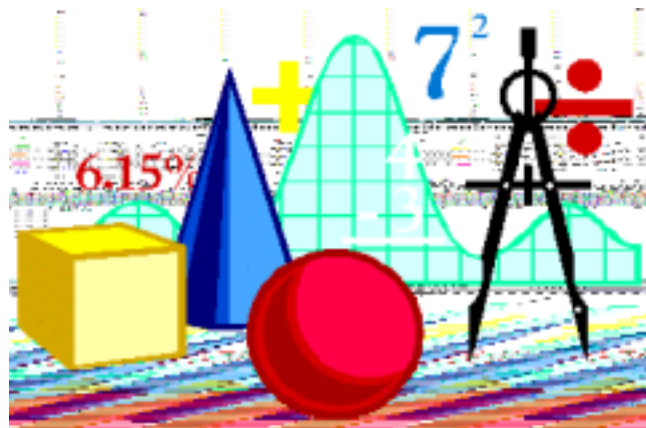
OBJECTS								
FUNCTIONS (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED SERVICES (5)	SUPPLIES (6)	PROPERTY (7)	OTHER EXPENSES/ OTHER USES OF FUNDS (8)	TOTAL (9)
1000	Instruction	<u>Total =</u> <u>\$63,300</u> Certified Salary - \$52,500 FTE – 3.0 Associate Salary - \$8,000 FTE – .5 Subs Salary - \$0 FTE – 0 Other - \$2800 Description: Summer School Staff	<u>Total = \$9982</u> FICA \$4842 IPERS \$3640 Insurance = \$1500	<u>Total = \$350</u> Prof. Staff Development \$350	<u>\$1393</u> Consumables \$500 Software \$493 Title I Books \$400	<u>\$1950</u> Computer - \$1950		\$76,975
2300	Administration Support						<u>\$1466</u> Indirect Cost Rate \$1466	\$1466
3300	Community Services (Parent)				<u>\$400</u> Parent Handbook			\$400
							GRAND TOTAL	\$78,841

(Round ALL SUMS to nearest dollar)

WITHIN DISTRICT

TARGETING OF

TITLE I FUNDS



EXPLANATION OF WITHIN DISTRICT TARGETING OF TITLE I FUNDS

INTRODUCTION

The Intent of the Law

Title I, Part A, of the No Child Left Behind Act of 2001 (NCLB) provides federal dollars to schools to help disadvantaged children meet high academic standards. The intent of the law is to concentrate the funds in schools with the highest concentrations of poverty so that sufficient funds is available to schools in order to make a difference in the academic performance of students.

Ranking Schools

In order to determine which schools will receive Title I funds, each district with more than 1,000 enrolled students must put its schools in rank order from highest to lowest concentrations of poverty. In addition to the rank order process, the district must determine its districtwide average poverty rate, and those schools above the districtwide average are "eligible" to receive funds.

Once the schools are in rank order, the district allocates the Title I funds to eligible schools. The district may only allocate funds to eligible schools. The district must make sure that each eligible school receives enough money to make a difference. Therefore, it is possible that some eligible schools will not receive funds.

RANK ORDERING OF SCHOOLS AND ALLOCATION OF TITLE I FUNDS WITHIN THE SCHOOL DISTRICT

RANK ORDERING

Suggested steps to take in the process of identifying eligible schools.

- Step 1. Determine if ranking is necessary.
School districts with total enrollments of 1000 or fewer students or with only one school per grade span are not required to rank order but are required to allocate funds if there is a private school in the district.
- Step 2. Determine district poverty.
The most commonly used poverty measure in Iowa is the number of children eligible for free and reduced priced lunches.
- Step 3. Rank order all schools in the district by percentage of low-income students.
- Step 4. Determine the total amount of Title I funds allocated to the district. Include basic, concentration, and neglected monies in this total. You may also include carryover money at this point. See Table A and B for options available. The SEA provides this amount in the spring of each year.
- Step 5. Identify the schools that have 75% or greater poverty. These schools must be served regardless of the grade span before any lower ranked schools can be served. The school district must allocate sufficient funds to schools with 75% or more low-income students in order to make a significant impact on the school's instructional program.
- Step 6. The remaining schools may be grouped into grade span groupings or the district as a whole. Schools are eligible if the percentage of poverty is equal to or greater than the average of their grade span (if grouping) or the district as a whole. If a school district elects to grade span group, the school district cannot skip an eligible school within that grade span in order to serve an eligible school within a different grade span. The school district must serve all eligible schools from the highest ranked to the lowest ranked within a grade span as far as resources allow. To the extent a LEA has schools that overlap grade spans (e.g., K-5, K-8, 6-8), the LEA may include a school in the grade span in which it is most appropriate.
- Step 7. Determine each school's allocation by following the procedure outlined below.

ALLOCATION OF TITLE I FUNDS WITHIN THE SCHOOL DISTRICT

NOTE: For additional guidance, see Title I Questions and Answers, Allocation of Title I Funds to School Attendance Areas and Schools section of this reference manual.

School Districts with Enrollments of Less than 1000.

NOTE: Any school, regardless of grade level, with a percentage of poverty at 75% or above must receive Title I service before any lower ranking school may be served.

1. Is the enrollment (total of public and private students from page 4 of the application) of the school district less than 1,000?
If YES, go to #2.
If NO, go to School Districts with Enrollments of 1000 students #4.
2. Is there a private school located within the school district?
If YES, go to #3.
If NO, all Title I funds are to be allocated to the public school being served. No further action is needed regarding the allocation of funds.

NOTE: Unless a private school exists, districts are not required to conduct within district Title I allocations if the district has **ONLY ONE** building that houses a specific grade span or grade levels do not overlap (e.g. Building A = PK-2; Building B = 3-5; Building C = 6-8; Building D = 9-12).

3. Is the percentage of poverty in any school participating in Title I under 35% (even if serving only one under 35%)?
If YES, complete Section A.
If NO (all schools being served have a percentage of poverty at 35% or greater), complete Section B.

School Districts with Enrollments of 1000 or more.

4. Any school, regardless of grade level, with a percentage of poverty at 75% or above must receive Title I service before any lower ranking school may be served.
5. Is the percentage of poverty in any school participating in Title I under 35%?
If YES, complete Section A.
If NO (all schools being served have a percentage of poverty at 35% or greater), complete Section B.

TITLE I WITHIN DISTRICT TARGETING OF FUNDS USING PUBLIC SCHOOL ATTENDANCE CENTERS

STEPS:

- A. List Allocation
- B. Subtract out Reserves from allocation
 - Services for local neglected children
 - Services for homeless children
 - Parent involvement
 - Administrative
 - Indirect cost
 - Any uncovered Capital Expenses

C. Determine allocation formula needed:

1. If all public school attendance centers to be served are above 35% poverty
 - (a) you may use a tiered system
 - (b) you do not have to multiply the per pupil cost by 125%
2. If serving some public school attendance areas that are below 35% poverty
 - (a) you must use 125% rule (multiply the per pupil by 125%)

D. Calculate the minimum amount funding for each public school attendance center to be served.

This is done by first using the total number of residents both public and private divided by the total number of those students that are low-income this gives a per poverty child amount. That per poverty child amount is then multiplied into the number of low-income students, both public and private, that reside within eligible public school area attendance center boundaries.

E. The remaining amount of funds available would need to be redistributed proportionately to Title I public school attendance centers receiving funds. The easiest way to do this is to apply your distribution formula only to those Title I public school attendance centers to be served.

F. The formula will determine public and private funding for each attendance center. Next breakout the private school's funding by private school using the number of low-income private school students that reside within the boundaries of each public school attendance center area. SEE EXAMPLE BELOW.

EXAMPLE

Iowa Elementary Allocation	Iowa Elementary Private School Allocation	# of Iowa Elem. resident poverty students attending Holy Trinity	# of Iowa Elem. resident poverty students attending Holy Family	# of Iowa Elem. resident poverty students attending St. Joseph	
		10@ \$400	10@ \$400	5@ \$400	
\$40,000	\$10,000	\$ 4,000	\$ 4,000	\$ 2,000	= \$ 10,000

NOTE: DO NOT COUNT ALL LOW-INCOME STUDENTS ATTENDING A PRIVATE SCHOOL TO MAKE AN ALLOCATION. USE ONLY PRIVATE SCHOOL LOW-INCOME DATA THAT IS APPLICABLE TO THE ELIGIBLE PUBLIC SCHOOL ATTENDANCE CENTER.

(See Document titled “Allocation Section A & B”)

STATEMENT OF AGREEMENT SCREEN

NOTE: If your district provides Title I service to a private school, the Statement of Agreement Screen must be completed to receive Title I funding.

The purpose of the agreement is to provide educational services to help educationally disadvantaged children enrolled in private schools meet high standards. All Title I applications covered by this agreement must be in accordance with provisions of H.R. 1/P.L. 107-110, pertinent state statutes and opinions of the Attorney General. This agreement may be terminated by mutual consent of both parties at any time during the school year.

The activities covered by this agreement shall be funded through Title I, No Child Left Behind Act of 2001 funds allocated to the LEA and must be supervised and administered by the LEA.

NOTE: Complete this form for each approved private schools in your LEA that has ELIGIBLE Title I children ATTENDING.

Official Name of Private School	
Authorized Representative	Title
Will the school participate in the Title I program	Pick One
Location of Title I service	Pick One
The private school representative was consulted during all phases of the design and development of the LEA's Title I project including identification, provision of services, assessment, and size and scope of project	Pick One
The private school representative will be consulted before the LEA makes any decision that affects the opportunities of eligible private school children to participate in the LEA's Title I project	Pick One
Services provided to private school children are equitable in comparison to services for public school children participating in Title I	Pick One

The Statement of Agreement Screen will include a form for each accredited private school within the LEA. The name of the private school is automatically entered on the form. Enter the name and title of the authorized private school representative. Districts that have eligible private schools within their boundaries must respond to the question regarding private school participation. The form defaults to "Pick One" responses to each question. If the private school has declined Title I service, select "No" for the question on participation and "No Service" should appear in the next question; no other responses are necessary. If the district is providing service to a private school, select "Yes" from the dropdown at the first question and select the appropriate response for each of the additional questions.

INSTRUCTIONS FOR COMPLETING DELINQUENT APPLICATION

CHILDREN LIVING IN LOCAL INSTITUTIONS FOR DELINQUENT CHILDREN TITLE I, PART D of NCLB

For technical assistance with local delinquent education programs, contact the Title I consultant for your particular AEA (see Title I Staff and Responsibilities).

Applicant Agencies that have received prior approval by the State Educational Agency (SEA) as eligible to receive Part D of Title I funding must complete this application to receive those funds.

Completion of the Delinquent Application, Delinquent Budget and Local Neglected or Delinquent Narrative Screens together with the Applicant Agency's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, encompasses the basic requirements of the Title I legislation connected with the education of local delinquent children including assurances, lobbying and debarment, student data and budget.

NOTE: Complete these screens to apply for available local delinquent funds. The Delinquent Application should reflect a composite look at all delinquent facilities covered by this application. Please complete the Delinquent Budget Screen and Delinquent Budget Detail Screen to reflect the combined budgets of all delinquent facilities in your school district that will receive Title I funding.

DELINQUENT APPLICATION SCREEN

NOTE: If your district receives local delinquent funding, you must complete the Delinquent Application Screen to receive local delinquent Title I funding.

LEA INFORMATION

Name and Address of Authorized Agency	
Name, Title and Mailing Address of Contact Person	Name Title Address 1 Address 2 City State Zip FAX Telephone E-mail Extension

The legal name and address of the LEA will be entered automatically. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number including extension if applicable, FAX number (if available), and e-mail address.

DELINQUENT FACILITY INFORMATION

Facility Name:
Location:
Title I Allocation:
Title I Budget Amount:

The name, location and allocation of all local delinquent institution within the LEA receiving funding for the current school year will be displayed. Enter the budgeted amount for each facility in order to reflect a composite look at the local delinquent facilities covered by this application. If no service is being provided, a "0" is required in the budget amount field.

DELINQUENT BUDGET SCREEN

NOTE: If your district receives local delinquent funding, you must complete the Delinquent Budget Screen to receive local delinquent Title I funding.

NOTE: Please complete this budget to reflect the combined budgets of all delinquent facilities in your school district that will receive Title I funding. The application for local delinquent funds should include the Delinquent Budget Screen and the Delinquent Budget Detail Screen, for **ALL** local delinquent facilities receiving Title I service under this application.

TITLE I PROJECT STAFF ASSIGNMENTS TO CONDUCT SERVICES FOR LOCAL DELINQUENT EDUCATION STUDENTS

TITLE I STAFF	NUMBER	ESTIMATED SALARY
CERTIFIED		
EDUCATIONAL ASSOCIATES		
SUPPORTIVE		
TOTALS		

Enter the number of staff assignments for which salary payments will be made from Title I funds for services to local delinquent children in this project. See General Budget Screen section of this reference manual for definitions of each staff category.

TITLE I LOCAL DELINQUENT EDUCATION PROJECT BUDGET

Local Delinquent Education program funds require separate accounting. **Do not** include these figures in the Title I Current Project Budget.

There are two Local Delinquent Education budget screens: (1) the Delinquent Budget Screen that includes the Title I Local Delinquent Project Budget which represents the total amounts requested and (2) a Delinquent Budget Detail Screen which provides a detailed account of expenditures to be incurred. Round all numbers to the nearest dollar. Complete the Detail Budget to reflect the total budget request for all local delinquent facilities that will receive Title I service in the current school year. The project budget total applied for on the Title I Local Delinquent Project Budget cannot exceed the total LEA Title I local delinquent allocation.

Explanation of the expenditure categories in the Local Delinquent Education Project Budget can be found under the General Budget Screen section in this reference manual.

TITLE I LOCAL DELINQUENT EDUCATION PROJECT BUDGET (Round to the nearest dollar)

(ROUND TO NEAREST DOLLAR)		OBJECTS						
FUNCTION	EXPENDITURE ACCOUNTS	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES/ OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
		100	200	300-500	600	700	800-900	
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
TOTAL PROJECT BUDGET (DO NOT EXCEED THE TITLE I LOCAL DELINQUENT ALLOCATION)								\$

For various reasons, it may become necessary for a LEA to amend the approved budget during the project year. The option for amending the Title I Local Delinquent Budget becomes available electronically once the SEA approves the local delinquent budget.

NOTE: the original budget will be available following an amendment process by using the dropdown menu on the local delinquent budget table, but the original figures will not be displayed when the **“Add Amendment”** button is clicked. Therefore, prior to beginning the amendment process, be sure to make a hard copy of the original budget for reference during the amendment process. The following is the amendment process for the local delinquent budget:

1. From the Delinquent Budget Screen of the Title I electronic Internet application, click the **“Add Amendment”** button.
2. Complete the new budget remembering to re-enter those figures that remain the same as they appeared on the original budget.
3. Click the **“Update”** button to save the new amended budget; then click the **“Back to Summary”** button to return to the budget screen.
4. Certify the amended budget by clicking the **“Certify”** button.

The amended budget will then go through the approval process at the state Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made.

LOCAL NEGLECTED OR DELINQUENT NARRATIVE SCREEN

NOTE: If your district receives local delinquent funding, you must complete the Local Neglected or Delinquent Narrative Screen to receive local delinquent Title I funding.

If your LEA provides Title I service to a local delinquent facility with local delinquent funding, you must complete the narrative question on the Local Neglected or Delinquent Narrative Screen. Describe how the services provided to any local delinquent facility with Title I local delinquent funding will be used to meet the transitional and academic needs of students so that they may return to local district or alternative education programs.

INSTRUCTIONS FOR COMPLETING MIGRANT EDUCATION APPLICATION

MIGRANT EDUCATION PROGRAM (MEP) TITLE I, PART C of NCLB

For migrant education program technical assistance, contact Donna Eggleston at 515/281-3999 or donna.eggleston@ed.state.ia.us.

This form must be completed by Applicant Agencies that have received prior approval by the State Educational Agency (SEA) to receive Part C of Title I - Education of Migratory Children funding.

The Migrant Education Application, Migrant Budget, Migrant Budget Detail, and Migrant Narrative screens together with the LEA's Title I Annual Application and the LEA's Comprehensive School Improvement Plan, encompasses the basic requirements of the Title I legislation connected with the education of migratory children including assurances, lobbying and debarment, student data, and budget.

MIGRANT EDUCATION APPLICATION SCREEN

NOTE: If your district receives migrant education funding, you must complete the Migrant Education Application Screen to receive migrant education Title I funding.

NOTE: LEAs receiving Title I Migrant Education funding must participate in the development of the LEA's Comprehensive School Improvement Plan.

Application Period: ☐ Regular Term ☐ Summer Term

Check the appropriate box or boxes that apply to your Migrant Education Project.

Name and Address of Authorized Agency	
Name, Title and Mailing Address of Contact Person	Name Title Address 1 Address 2 City State Zip FAX Telephone E-mail

The legal name and address of the agency will be automatically displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, mailing address, office telephone number, agency FAX number and e-mail address (if available).

Areas of Impact (Name of Cities and Counties)	
City	County
<hr/>	<hr/>

Click the “Add New Area” button to enter the name of the cities and counties that will be impacted or covered by Title I Migrant Education service. This is a required section and must be completed before you can complete the application.

MIGRANT EDUCATION BUDGET SCREEN

NOTE: If your district receives migrant education funding, you must complete the Migrant Education Budget Screen to receive migrant education Title I funding.

THIS SECTION SHOULD REFLECT THE AMOUNT OF STAFF FUNDED FROM THE MIGRANT EDUCATION GRANT				
TITLE I STAFF	Estimated Staff for Regular Term		Estimated Staff for Summer Term	
	Number	FTE	Number	FTE
CERTIFIED				
EDUCATIONAL ASSOCIATES				
RECRUITERS				
SUPPORTIVE				
TOTALS				

Enter the number of staff assignments for which salary payments will be made from migrant education funds for services to be performed in either the regular and/or summer term. If your LEA receives funding for a SEA approved recruiter's salary, please show the appropriate FTE. See the General Budget Screen section of this reference manual for definitions of each staff category.

Complete full-time equivalency (FTE) for staff assignments for the regular and summer terms. The FTE of a staff member must reflect part of a staff member's salary paid by migrant education. Carry this figure (FTE) to the nearest tenth of a percent (e.g. 3.4).

TITLE I MIGRANT EDUCATION PROJECT BUDGET (Round to the nearest dollar)

(ROUND TO NEAREST DOLLAR)		OBJECTS						
FUNCTION	EXPENDITURE ACCOUNTS	SALARIES	EMPLOYEE BENEFITS	PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER EXPENSES/ OTHER USES OF FUNDS	TOTAL
(1)	(2)	(3) 100	(4) 200	(5) 300-500	(6) 600	(7) 700	(8) 800-900	(9)
1000	Instruction							
2200	Instructional Staff Support Services							
2300	Administration Support Services							
2600	Operation and Maintenance of Plant							
2700	Student Transportation Services							
3100	School Nutrition Services							
3300	Community Services (Parent)							
4000	Facilities Acquisition and Construction							
TOTAL PROJECT BUDGET (NOT TO EXCEED MIGRANT ALLOCATION)								\$

There are two Migrant Education budget forms with this application: (1) a Title I Migrant Project Budget on the Migrant Budget Screen which represents the total amounts requested and (2) a Migrant Detail Budget Screen which provides a detailed account of expenditures to be incurred. Enter all expenses on the Detail Budget to be automatically transferred to the Title I Migrant Project Budget. Do not enter any figures in the "Total" fields, as totals will be completed as figures are entered into categories. Round all amounts to the nearest dollar.

Explanation of the expenditure categories in the Migrant Education Project Budget can be found under the General Budget Screen section in this reference manual.

For various reasons, it may become necessary for a LEA to amend the approved budget during the project year. The option for amending the Title I Migrant Budget becomes available electronically once the SEA approves the migrant budget. **NOTE:** the original budget will be available following an amendment process by using the dropdown menu on the migrant education budget table, but the original figures will not be displayed when the “**Add Amendment**” button is clicked. Therefore, prior to beginning the amendment process, be sure to make a hard copy of the original budget for reference during the amendment process. The following is the amendment process for the migrant education budget:

1. From the Migrant Education Budget Screen of the Title I electronic Internet application, click the “**Add Amendment**” button.
2. Complete the new budget remembering to re-enter those figures that remain the same as they appeared on the original budget.
3. Click the “**Update**” button to save the new amended budget; then click the “**Back to Summary**” button to return to the budget screen.
4. Certify the amended budget by clicking the “**Certify**” button.

The amended budget will then go through the approval process at the state Title I office. As budget amendments are approved, necessary adjustments in payments will automatically be made.

MIGRANT PROGRAM NARRATIVES SCREEN

NOTE: If your district receives migrant education funding, you must complete the Migrant Program Narratives Screen to receive migrant education Title I funding.

Provide a general description of the Migrant Education Program to be implemented in your district. While the text boxes provided contain adequate space to provide complete responses, there is a limit to the amount of information that can be entered in the narrative boxes. Responses submitted the first year will be retained each following year so that migrant districts may re-submit any updates and changes in a timely manner. Your description must address the following questions:

1. Describe the district’s process for recruiting and identifying eligible migrant students.
2. How will the district use MEP resources to implement the program?
3. Describe the district’s plan for involving the parents of migrant students in the Migrant Education Program.
4. Describe the services to be delivered to migrant students and their families. Include any partnerships with local agencies that support these services.
5. Describe the measurements used by the district to assess the academic achievement of migrant students. Include the testing accommodations used for students who are not English-proficient.

INSTRUCTIONS FOR SCHOOLWIDE PROGRAMS TITLE I of NCLB

For schoolwide program information or technical assistance, contact Sandy Hulse at 515/281-3965 or sandra.hulse@ed.state.ia.us.

At the heart of the No Child Left Behind Act of 2001 is a section that encourages LEAs to consolidate federal funds to upgrade the entire educational program of eligible high poverty schools. These **schoolwide programs (SWPs)** provide the flexibility schools need to assist all students to meet the proficient or advanced levels of state academic achievement standards.

SCHOOL ELIGIBILITY

Beginning in school year 2002-03 the SWP option will be available to schools that serve **40 percent** or more students from low-income families in their school or attendance area—provided the LEA has adequate funding.

NOTE: Iowa's Ed-Flex Waiver status expires July 2002. Buildings that became schoolwide programs under Ed-Flex waivers may continue to operate SWPs **only if** the building's low-income percentage is at or above the new 40% requirement. Buildings under the new 40% low-income requirement may apply for an Ed-Flex waiver through the U.S. Department of Education.

SWP BENEFITS

An individual school, in consultation with its LEA, makes the decision to become a schoolwide program. Once that decision is made, a school remains a SWP until the decision is reversed, even if the poverty threshold in their attendance area falls below the 40 percent level. Since the decision to "go schoolwide" is a long-term decision, eligible schools often want to consider the benefits of becoming a SWP. Proponents have suggested that SWPs have the following advantages:

- ◆ *SWPs offer more service delivery options for Title I and other federal program services;*
- ◆ *"Title I students" are not singled out;*
- ◆ *Student needs can be met more effectively;*
- ◆ *Federal program resources are available to all students;*
- ◆ *SWPs offer greater staffing flexibility;*
- ◆ *Professional development activities can be extended to more staff;*
- ◆ *Categorical programs can be integrated;*
- ◆ *Federal programs can be integrated and coordinated with state and local initiatives.*

SWP USED OF FUNDS

LEAs with eligible SWPs may consolidate Title I, Part A funds with most other federal noncompetitive formula grant program funds. Typically, these other federal funding sources might include:

- Title I, Part B—Student Reading Skills Improvement Grants (including Reading First, Early Reading First, and Even Start);
- Title I, Part C—Education of Migratory Children (except that migrant education funds must first be used, in consultation with migrant parents, to address the needs of migrant children);
- Title I, Part D, Subpart 2—Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At Risk;
- Title IV, Part A, Subpart 1—Safe and Drug-Free Schools and Communities;

Part (c) of section 1114 makes it clear that **SWPs may use their funds to establish or enhance prekindergarten programs** for children under six, such as Even Start or Early Reading First.

SWP COMPONENTS

All SWPs must include the following ten components (summarized):

1. **A comprehensive needs assessment of the entire school** (taking into account the needs of migrant children) that is based on the achievement of children in relation to state academic content and achievement standards.
2. **Schoolwide reform strategies that—****a)** provide opportunities for all children to meet the district's proficient and advanced levels of academic achievement; **b)** use methods and instructional strategies based on scientifically based research (SBR) that—strengthen the core academic program, increase the amount and quality of learning time, and include strategies for meeting the needs of historically under-served populations; **c) (i)** include strategies to address the needs of all children in the school, but

particularly those children who are low achieving, at risk of not meeting standards, or are members of a target population of a program included in the schoolwide program, which may include the following—mentoring, counseling, pupil services, college and career awareness and preparation, personal finance education, innovative teaching methods such as team teaching or applied learning, and the integration of vocational and technical education—**(ii)** address how the school will determine if such needs are met; **d)** are consistent with and designed to implement local improvement plans.

3. **Instruction by highly qualified teachers.**
4. **High quality, ongoing, professional development based on scientifically based research** for teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff to enable all children to meet local academic achievement standards. (Sufficient resources must be used to effectively carry out these activities.)
5. **Strategies to attract high-quality, highly qualified teachers** to high need schools.
6. **Strategies to increase parent involvement**, such as family literacy services.
7. **Plans for assisting preschool children in the transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** in order to improve the achievement of individual students and the overall instructional program.
9. **Activities to ensure that students having difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely, additional assistance**, which shall include measures to ensure that student's difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. **Coordination and integration of federal, state and local services and programs**, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

SWP PLANNING

Any school that desires to operate a SWP must develop a comprehensive plan for reforming the total instructional program in the school. This plan must include:

- ❖ *The ten components outlined previously and how they will be implemented;*
- ❖ *A list of related state and federal programs to be included in the SWP;*
- ❖ *A description of how the school will use its consolidated resources to implement the SWP components;*
- ❖ *A description of how the school will provide individual student assessment results to parents in a language and format the parents can understand.*

Newly qualified schools will initiate a one-year schoolwide planning process. The plan must be developed by a **planning team** that must include **parents, other members of the community to be served, and individuals who will carry out the plan, including teachers, the principal, administrators, and all Title I program administrators**, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and **students**, if the plan relates to a middle or secondary school.

The finished plan is in effect the duration of the school's participation in the program and should be reviewed and revised as necessary. The plan must also be available to the LEA, parents and the public in an understandable and uniform format, and, to the extent practicable, in a parent-friendly language.

SWP PLANS

The Schoolwide Narratives Screen has been removed from the Title I electronic Internet application. Schoolwide plans for **all programs** must be provided in hard copy to Sandy Hulse, state Title I SWP coordinator, before the Title I Annual Application can be approved. LEAs with an approved SWP will be receiving information from the Title I office regarding the submission of the schoolwide plan.

NOTE: Submission of the schoolwide plan **does not** replace the required participation in the development of the LEA's Comprehensive School Improvement Plan.

SCHOOLWIDE OPERATING PROGRAMS SCREEN

NOTE: If your district operates a schoolwide program, the Schoolwide Operating Programs Screen must be completed to receive Title I funding.

The Schoolwide Operating Programs Screen of the Title I electronic Internet application will be completed if the district has one or more Title I buildings that have been approved to operate as a Title I schoolwide program. This form together with the LEA's Title I

Annual Application and the LEA's Comprehensive School Improvement Plan encompasses the basic requirements of the Title I legislation connected with the schoolwide programs including assurances, lobbying and debarment, and the schoolwide program plan.

NOTE: LEAs receiving Title I funds to implement schoolwide programs must participate in the development of the Comprehensive School Improvement Plan as it relates to Title I.

LEA INFORMATION	
Name and Address of Authorized Agency	
Name, Title and Mailing Address of Contact Person	Name Title Address 1 Address 2 City State Zip FAX Telephone E-mail

The legal name and address of the agency will automatically be displayed. The contact person is the individual who will be contacted about information given in this application. Please enter his/her name, title, mailing address, office telephone number, agency FAX number and e-mail address (if available).

Name of Schoolwide Attendance Center (Do NOT include Targeted Assistance Centers)	Grade Span	Low-Income Percentage	Initial Schoolwide Planning Year	Year Initial Schoolwide Program Began

To be eligible to implement a schoolwide program in the current year, the building low-income must be at least 40% and the building staff must have participated in a year of planning prior to program implementation. Title I SWP buildings that were identified, as schoolwide (status = S) on the Selection of Schools Screen, will appear automatically at the bottom of the Schoolwide Operating Programs Screen. For each SWP building, enter the school year in which initial schoolwide planning took place and the school year when the initial SWP began. **This form may only be used after a building has been through a year of planning.**

SCHOOLWIDE INDICATION OF PLANNING SCREEN

NOTE: If your district is planning to operate a schoolwide program next school year, the Schoolwide Indication of Planning Screen must be completed to receive Title I funding. Districts must request from the state Title I office that this screen is added to their electronic Title I Internet Application.

The LEA must complete the Schoolwide Indication of Planning Screen if one or more buildings intend to participate in the required year of planning, during the current year, before operating a Title I schoolwide program. Complete the required information for each building that intends to participate in a year of planning for a schoolwide program by using the dropdown menu to add a building and clicking on the district Title I buildings that are planning to operate a schoolwide program in the next school year.

For each building participating in a planning year during the current school year, enter the building enrollment and building low-income percentage as it appears in Column 11, on the Selection of Schools Screen and indicate the source of the poverty data. Enter the anticipated school year the building will implement the schoolwide program. **NOTE: The building must continue as a targeted assistance building during the planning year.**

The principal, a school leader, or a district official usually convenes a small representative group from the school to begin preplanning. The team should include widely respected individuals who know and have the confidence of the school's various constituency groups. The schoolwide planning team members should include:

- building and LEA administrators;
- teachers representing all grades, content areas, and teams;
- representatives of other professional staff, including social workers, psychologists, counselors or diagnostic specialists, curriculum leaders;
- parents and community representatives;
- representatives of organizations, groups, and parents of students served by the federal programs whose funds are used in the schoolwide program;
- students.

Please enter the name and title or position of each schoolwide planning team member.

GENERAL TITLE I INFORMATION

Title I Part A of the Elementary and Secondary Education Act of 1965 (ESEA) provides local educational agencies (LEAs or school districts) with extra resources to help improve instruction in high-poverty schools and ensure that all children have equal opportunity to meet challenging academic standards. The No Child Left Behind act of 2001 (NCLB) re-authorizes the ESEA and incorporates major reforms for education reform, particularly in the areas of assessment, accountability, and school improvement. NCLB requires the development of standards in reading and math, and assessments linked to those standards for all students in grades 3-8. LEAs and schools must use Title I funds for activities that scientifically based research suggests will be most effective in helping all students meet those standards.

STATE TITLE I POLICIES

Iowa has established a limited number of state policies that are not mandated by federal regulations. These policies are as follows:

1. The SEA has established a \$1,000 minimum for a carryover allocation. Carryover funds are computed by subtracting the approved current budget figure from the current allocation. Title I legislation allows a LEA to carryover, at maximum, 15 percent of the current allocation for allocations of \$50,000 or more. However, the SEA may, once every three years waive the percentage limitation. LEAs having allocations of less than \$50,000 are limited only to the state established \$1,000 carryover minimum. **NOTE:** In order to use currently approved unspent funds as carryover, you must amend the previous year's current budget to the actual expenditures.
2. The SEA withholds funds from LEAs with delinquent participation data forms, equipment disposal record, comparability reports or school improvement plans not on file as required.

TITLE I GRANT AVAILABILITY AND ALLOCATION PROCESS

Title I, Part A Grants

Title I, Part A funds are allocated to LEAs under four funding formulas. Basic grants represent roughly 90 percent of annual funding. Concentration grants have been appropriated since 1989-90 as additional funds allocated to LEAs with high numbers or percentages of low-income children. For the 2002-2003 school year, Congress has appropriated two additional supplementary mechanisms. Similar to concentration grants, targeted grants are intended to boost the share of Title I funds received by high-poverty LEAs by specifically focusing funds on the highest-poverty LEAs. Education finance incentive (EFIG) grants rewards states with high levels of school finance equity by giving all LEAs some extra money. Targeted grants and EFIG grants are not separate programs, but simply a way of providing extra aid to LEAs. Once the funds arrive at the LEA, they may be commingled and used for identical purposes. Grants to local educational agencies provide financial assistance to LEAs for services to improve the teaching and learning of children who reside in areas with high concentrations of children from low-income families and who are at risk of not meeting challenging academic standards.

Title I is forward-funded. This means that funds are appropriated for a given federal fiscal year (FFY) beginning October 1, but the monies are not available for expenditure until the school year (SY) that begins the subsequent July 1. For example, funds appropriated in the fall of 2001 for FFY 2002 (October 1, 2001 – September 30, 2002) are available for SY 2002-2003, which begins July 1, 2002. Funds are available for 15 months (July 1, 2002 – September 30, 2003). The Tydings Amendment of 1969 allows LEAs to carry over for one additional year any federal education funds that were not obligated in the period for which they were appropriated. Thus, appropriations are available for a total of 27 months. Carryover funds allow LEAs to maintain a reserve to cover unanticipated expenses or cushion the LEA from unexpected declines in federal funding. In 1988, Congress enacted a 15 percent ceiling on the amount of Title I funds that a LEA may carry over from year to year. However, a LEA receiving an allocation of less than \$50,000 is exempt from the 15 percent limit, and states may grant a LEA a waiver to carry over funds in excess of the 15 percent limit once every three years.

Until the 1999-2000 school year, the U.S. Department of Education calculated allocations down to the county level, using several data elements. Counties did not actually receive funds, but were the smallest geographical unit for which the federal government had all the necessary data. States sub-allocated the county amounts to LEAs within each county, in a separate allocation process.

Beginning in school year 1999-2000, the Title I statute required the U. S. Department of Education (ED) to allocate Title I grants to eligible LEAs rather than counties. ED allocations reflect the list of LEAs as they exist on maps provided to the Bureau of the Census by each state. Children, between the ages of 5 to 17, with the appropriate status (low-income, foster child, etc.) may be counted for the purpose of generating funds. These children are commonly termed “formula children.” The U. S. Department of Education determines the eligibility of each of these LEAs for a Title I grant using the number of formula children under section 1124(c) of Title I: that is, updated poverty estimates produced by the Census Bureau, children above poverty in families receiving Temporary Assistance for Needy Families (TANF), foster children reported by the Department of Health and Human Services, and children

living in institutions for neglected children reported by each state to the U. S. Department of Education. (**NOTE:** In Iowa, there are no children receiving TANF payments who have family incomes above the poverty line.) Census poverty data are derived from the decennial census and statistically updated every two years. FY 1999 and FY 2000 were allocated using adjusted 1995 data. FY 2001 and FY 2002 funds have been allocated using adjusted 1997 data. Under NCLB, updates of census poverty estimates are required as technically feasible every year rather than every two years.

The poverty and population data provided by the Census Bureau and used by the U. S. Department of Education in the Title I formula are based on LEAs as they existed in school year 1997-98. The list of LEAs used to allocate Title I funds may not match school year 2002-2003 universe of LEAs in some states. Therefore, a SEA is required to follow ED guidance to adjust the federally determined allocations to account for LEA changes occurring since 1997-98.

To be eligible for basic grants, a LEA must have at least 10 formula children **and** the number of formula children must be greater than two percent of the LEA's school-age population. To be eligible for concentration grants a LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's school-age population. To be eligible for targeted grants, a LEA must have a minimum of 10 formula children **and** the formula count must exceed 5% of the school-age population. In addition, the LEA counts receive weights applied in steps to both the percent and number of formula children; only those formula children above each threshold receive the higher weight. LEAs receive the higher weight, based on percent or number, for which they qualify. To be eligible for an education finance incentive grant (EFIG), the state fiscal effort factor is based on an index that compares state average per-pupil expenditure and per-capita income over three years with the national per-pupil expenditure and per-capita income over the same period. The index must be adjusted to fall between .95 and 1.05. The state equity factor is based on a "coefficient of variation" that compares the average difference in per-pupil expenditures among LEAs in the state to the state's average per-pupil expenditures. The children to be counted for the EFIG grant are those aged 5 to 17.

Allocations to LEAs that serve an area with a total population of 20,000 or more will be the allocation determined by the U. S. Department of Education, subject only to SEA adjustments for hold-harmless requirements and reservations for state administrative funds. Title I legislation permits a SEA to combine the U. S. Department of Education allocations to LEAs that serve an area of fewer than 20,000 total residents and use an approved alternative method to determine eligibility and redistribute the combined total of funds allocated to those "small" LEAs. In an effort to retain funding for as many Iowa school districts as possible, the Iowa Department of Education and the state Title I Committee of Practitioners examined allocation methods. The Iowa Department of Education is approved by the U. S. Department of Education to use the alternative allocation process that is found to be most equitable.

Prior to the 1999-2000 school year, the Iowa Department of Education used October free lunch counts and the most current year low-income dependent revenue data to determine the eligible formula counts for each LEA by county of residence. The county allocations were then allocated using the appropriate formula count and the county allocations compiled for each LEA to determine the new allocation and adjust according to the hold-harmless requirement.

With the approval of the U.S. Department of Education for the Iowa Department of Education to use an alternative allocation process, the SEA finds the use of free lunch and low-income data continues to be the most equitable method for allocating Title I funds to LEAs under 20,000 population. Therefore, the data elements used in allocating Title I funds in Iowa is free lunch counts as reported by LEAs and private schools annually for October 31 and low-income dependents, ages 5-17, as reported annually by the Iowa Department of Revenue and Finance from income tax returns. This data is compiled to determine low-income children for each LEA. Since this data could represent a duplicated count, an average was computed to determine the formula count for each LEA. From surveys of local neglected institutions, the caseload count representing the number of children from the October caseload who resided in the institution for 30 consecutive days, at least one of which was in October, was added to each LEA formula count as applicable. The population counts are the corresponding LEA enrollment of children ages 5 to 17 multiplied by 0.5. The LEA's eligibility is based upon the number and percent of formula children; and alternative allocations made on the basis of eligible formula children.

Any funds allocated to a LEA for the purpose of serving local neglected children must be identified separately on the General Budget Screen and included as part of the LEA's Title I Current Project Budget of the Title I electronic Internet application.

The ED amounts for Title I, Part A grants will also include funds generated by children in locally operated institutions for delinquent children and adult correctional institutions that the SEA retains to make subgrants to LEAs under Part D, Subpart 2 of Title I. Surveys of local delinquent institutions provide October caseload data. Part D of NCLB requires the SEA to retain funds generated by local delinquent children and to make subgrants to LEAs through a formula or competitive grant process for programs that serve local delinquent children or children at risk of dropping out of school. In Iowa, the SEA allocates local delinquent funds to LEAs to provide services within institutions having a caseload of at least 10 children residing in the institution for 30 consecutive days at least one of which is in October. A LEA applies for local delinquent funds on the Delinquent Application and Delinquent Budget Screens of the Title I electronic Internet application.

The Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year—which has been the case virtually from the start—grants will be ratably reduced. However, in the 1974 education amendments (P.L. 93-380), Congress adopted a mechanism to cushion LEAs from radical drops in their Title I allocations from one year to the next. The 1974 amendments created a “hold-harmless” provision that specified that, as long as a LEA was eligible for the program, it would receive a basic grant that was no less than 85 percent of the amount it received in the preceding year. This protected a LEA’s allocation regardless of any other variables that might affect the level of the allocation. For FY 96, there was a one-time exception providing eligible LEAs with a 100 percent hold-harmless for both basic and concentration grants. For FY 97 and succeeding years, Congress established a variable hold-harmless system, which was to provide greater security for LEAs with higher levels of poverty. Under this system, LEAs with at least 30 percent low-income children were guaranteed 95 percent of their previous year funds, LEAs between 15 and 30 percent poverty were guaranteed 90 percent, and LEAs below 15 percent were guaranteed 85 percent of their funds. No hold-harmless was established for concentration grants. However, the FY 1998 Appropriations Act established a 100 percent hold-harmless provision at the LEA level for Basic **and** Concentration Grants for 1998-99, which was intended to limit the impact that the use of the updated census data has on allocations. The 100 percent hold-harmless provision was still in place for the 2001-2002 school year. Beginning in school year 2002-2003 the Title I legislation applies the variable hold-harmless rate of 85 to 95% based on the formula percent of low-income, to the funding formulas for all four grants (basic, concentration, targeted grants, EFIG). For concentration grants under NCLB, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility criteria. However, the hold-harmless provision only applies as far as funding is available.

It should be understood that the hold-harmless provision only provides a temporary cushion against a decline in funds; it does not establish a permanent floor for a LEA’s federal funding. If a decline in the number of low-income children or a drop in program funding dictates a sharp reduction in a LEA’s grant, the hold-harmless system simply allows the district to conduct an orderly phase-down of its federally funded activities. Moreover, LEAs that drop below the minimum poverty threshold for program eligibility will witness abrupt termination of their funding, without the benefit of a phase-out period.

All LEA amounts are ratably reduced to cover statutorily authorized set-asides for state administrative costs and school improvement activities. Title I legislation allows the SEA to reserve up to 1% of funds allocated under Part A to carry out administrative duties related to Title I. NCLB also requires the SEA to reserve 2% of Part A allocations to carry out state and local school improvement activities and this reserve rises to 4% in school year 2004-2005.

Migrant Education Program (Title I, Part C)

Migrant Education is a national program that provides supplemental education and support services to eligible migrant children each year. Migrant Education funds are allocated to SEAs to establish or improve programs of education for children of migratory agricultural workers or of migratory fishers. In compliance with the No Child Left Behind Act of 2001, LEAs systematically identify and serve migrant eligible students who reside within their area/boundaries. Services may vary from one district to another, depending upon the numbers of students identified and their needs. These services help children of migrant workers overcome the disadvantages they face, including disruption to their education. Services may include preschool programs, individual tutorial in the content areas, before and after school programs, English as a Second Language (ESL), summer school programs, supportive health services in cooperation with other agencies, Parent Advisory Council (PAC), and Spanish translating and interpreting services.

Migrant workers seek temporary or seasonal work in agriculture, fishing or related industries, including food processing. They follow the growing seasons across the country and are largely responsible for the cultivation and harvest of fruits, vegetables and many other food products. Many migrant workers have an average income below the national poverty line. The migrant population is made up of diverse ethnic groups. In Iowa, Hispanics make up the largest group, with Southeast Asians, African Americans, Anglos and other racial and ethnic groups completing the remainder of the migrant population. While many migrant families consider Iowa to be their home base, many come from Texas, California, Florida, Mexico and other states and countries.

To qualify for the Migrant Education program, a child must have moved within the past three years across state or school district lines with, or to join, a parent or guardian to enable the child, the child’s guardian or a member of the child’s immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be in any grade between preschool and grade 12 and must not be older than 21 years of age.

Each State’s grant is based, in part, on the full-time equivalent number of migratory children, ages 3-21, who reside in the state, as adjusted to reflect migratory children served in special summer or intercession programs. In Iowa, the SEA allocates migrant education funds to LEAs on the basis of reported migratory children. Two recruiters work with LEAs in the western and eastern regions of the state to offer technical assistance, to serve as a liaison between LEAs and agri-business, and to help conduct industrial recruitment efforts at new agri-business sites. For FY 03, over \$1.6 million will provide regular school year and summer programs for 18 programs, 3 regular school only programs and 2 summer school only programs. This increase in state migrant funding is

indicative of the intensive recruiting efforts taking place to actively identify eligible migrant children and investigate new areas in which to provide migrant education services. A LEA applies for migrant education program funds on the Migrant Education Application, Migrant Budget, Migrant Budget Detail and Migrant Program Narratives Screens of the Title I Annual Application. For information or assistance with the migrant education program in Iowa, contact Donna Eggleston at 515/281-3999 or donna.eggleston@ed.state.ia.us.

Neglected and Delinquent Program (Title I, Part D, Subpart 1 and 2)

Title I, Part D, Subparts 1 and 2 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (H.R. 1/P.L. 107-110) authorizes grants to SEAs for education programs that serve children and youth in state-operated institutions or community day programs for neglected or delinquent (N or D) children and in adult correctional facilities. State allocations are based on the number of N or D children enrolled in a regular program of instruction for at least 1) 15 hours per week if in an adult correctional institution, and 2) 20 hours per week if in an institution or community day program for N or D children. State agencies responsible for providing free public education for N or D children apply directly to the SEA for these funds. In Iowa, the Iowa Department of Corrections and the Iowa Department of Human Services receive allocations that are determined, on the basis of the reported caseloads, by the U.S. Department of Education. The Iowa Department of Corrections provides Title I service at the Clarinda Correctional Facility, State Penitentiary in Anamosa, Fort Dodge Correctional Facility, Iowa Medical and Classification Center in Oakdale, and Mt. Pleasant Correctional Facility. The Iowa Department of Human Services provides Title I service at the Iowa Juvenile Home and the State Training School. For information or assistance with the state neglected or delinquent program in Iowa, contact Kara Weigel at 515/281-0368 or kara.weigel@ed.state.ia.us.

Subpart 2 creates a program that provides assistance to local educational agencies (LEAs) to serve children and youth who are in locally operated correctional facilities, including institutions for delinquent children, or are at-risk of dropping out of school. State educational agencies (SEAs) award Subpart 2 funds to LEAs to conduct programs that provide a wide array of services to meet the special needs of at-risk children and youth. The U.S. Secretary of Education allocates Part D, Subpart 2 funds for each state based on the October caseload data on the number of children and youth living in local institutions for delinquent children. From funds allocated to the state for Part D, Subpart 2 purposes, the SEA awards subgrants to eligible LEAs. The SEA has the option of awarding subgrants either through a formula or a discretionary grant process based on need. In Iowa, grants are awarded on a formula basis to LEAs for local delinquent institutions with an October caseload of 10 or more.

The purpose of the Subpart 2 program is to support LEA programs that involve collaboration between LEAs and local correctional facilities, including local institutions and community day programs for delinquent children and youth to carry out high quality education programs that prepare youth to complete high school, enter training or employment programs, or further their education; to facilitate the transition from programs in the institutional setting to further education or employment; or to operate dropout prevention programs in local schools for youth at risk of dropping out or youth returning from correctional facilities or delinquent institutions. LEAs receiving local delinquent education funds make application to use such funds on the Delinquent Application, Delinquent Budget, Delinquent Budget Detail, and Local Neglected or Delinquent Narrative Screens as part of the Title I electronic Internet application. For information or assistance with local delinquent education programs, contact the Title I consultant for your AEA (see Title I Staff and Responsibilities section in this reference manual).

TITLE I FISCAL REPORTING REQUIREMENTS

Legislation places the responsibility for administering programs supported by federal funds under Title I on the Secretary of Education, state educational agencies, and local educational agencies. It is incumbent upon all concerned to use such funds in accordance with the spirit of the legislation.

The LEA must use grant funds in accordance with an approved budget and for the purposes for which the project has been approved. In addition, the LEA must maintain adequate records on all project funds by fiscal year and project number. The Title I budget and financial reports are designed to enable LEA fiscal reporting procedures to keep pace with the Generally Accepted Accounting Principles (GAAP) account structure and federal reporting requirements. If you have any questions about using GAAP procedures for maintaining Title I financial records, call Janice Evans, School Administration Consultant, at 515/281-4740 or janice.evans@ed.state.ia.us.

Annual Progress Report

The Annual Progress Report (APR) is a document that reports on a LEA's yearly progress. This document must be provided to the local community, respective AEA and the Iowa Department of Education. The requirements for this document are found in Chapter 12 of the Iowa Administrative Code. Progress for all buildings receiving Title I funds is included in this report. All schools and

school districts are to submit an APR and Participation Rate Matrix by September 15. A technical assistance document is found at www.state.ia.us/educate/ecese/asis/csip/index.html.

Comprehensive School Improvement Plan

The Comprehensive School Improvement Plan (CSIP) is a multi-year consolidated planning document that LEAs use to integrate programs used within the school district. Title I is incorporated into this document in numerous ways. Ideally, Title I would be infused in the overall document rather than provided as a separate entity. Title I issues addressed are parent involvement, identification of eligible students, staff development activities and an annual review of the program. These requirements are found in Section 1118(a) of P.L. 107-110 (H.R. 1) of the No Child Left Behind Act of 2001 and do not apply to accredited private schools. The SEA provides technical assistance at www.state.ia.us/educate/ecese/asis/csip/index.html.

Financial Reporting

Although the U.S. Department of Education makes allocations to LEAs, the SEA is the grantee; funds are drawn by the SEA and forwarded to each LEA. To apply for Title I funding, a LEA must submit an application consisting of statistical and fiscal data to obtain funding for a proposed program to help disadvantaged children meet high standards. Since the 2000-2001 school year, the Title I Annual Application is an electronic process via the Internet. The benefits of the electronic process include ease in completion of forms and elimination of errors via electronic calculations and error messages; also paper reduction and relief of mail delays as well as quicker response time for approval. Title I funds may be used to acquire hardware and proper connections, if necessary.

LEAs, upon approval of the Title I Annual Application, will automatically receive approximately one-fourth of the approved amount about October 1. An additional one-fourth will be sent about January 1, and one-fourth will be sent about April 1. Final payment, not to exceed the balance due on the approved amount, will be made after the project is closed and the Project Budget Completion process has been completed and approved by the Title I Office. The final payment will be the difference between receipts and approved actual expenditures. The Payment Status Screen on the Title I electronic Internet application will keep the LEA abreast of the allocation, approved amount and payments received to date. When the LEA has a summer school program for its sole Title I program, one check will be sent when the program is completed.

Barring extenuating circumstances, no payments will be made prior to the Title I Annual Application approval. Also, payments will be withheld pending receipt of delinquent reports as identified under the section on State Title I Policies.

A separate set of ledger cards and/or computer printouts must be maintained according to Generally Accepted Accounting Principles for each approved project. These ledger cards should include expenditure category account codes, vendor's name, amount paid, invoice number, date paid, and check number. These cards must be available for audit purposes and submission to the SEA upon request.

The final financial reporting process is now completed via the Title I electronic Internet application. As soon as possible after all bills have been paid, the Title I Current Project Budget on the General Budget Screen and/or Title I Carryover Project Budget on the General Carryover Screen should be reviewed by expenditure category to verify that the approved budget reflects total actual expenditures, to be reimbursed by Title I, at the completion of a project. If the budget is correct, the district simply clicks on the "Project Budget Completion" button and the project is complete. **If changes need to be made in order for the budget to accurately reflect actual expenditures, an electronic amendment process is completed first and then the final certification takes place following the SEA approval of the amendment.** The SEA will in most cases, make final payment within two or three weeks of the district certifying the budget as final.

CODING TITLE I ACCOUNTS

Immediately after receipt of a check for Title I funds, the check should be deposited to the credit of the proper Title I expenditure account using the updated Title I accounting codes for Uniform Financial Accounting.

The approved Title I project budget expenditure category amounts are the controlling figures in determining the need for an amendment. A 10 percent variance is permissible for an expenditure category provided the total approved budget amount is not violated. The two exceptions to the 10 percent variance are:

1. Indirect Cost - This figure cannot exceed the amount approved in budget function 2300, column 8.

2. Employee Benefits - This figure cannot exceed the amount approved if only FICA and IPERS are the itemized approved charges. Salaries paid by Title I will be the controlling figure to use in computing the employee benefits amount. However, if insurance benefits have been approved in the budget, the 10 percent expenditure category variance could then be applied insofar as this cost item would affect the approved Title I expenditure category figure.

When the LEA realizes that the 10 percent expenditure category variance will hamper the Title I program and penalize the LEA in a financial manner, the proper procedure is for the LEA to file an amendment to the Title I electronic Internet application that will reflect the proper expenditure amounts (see General Budget section of *Title I Electronic Internet Application Manual*).

The title to and administrative control over equipment acquired with funds provided under Title I must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall not only keep records of and account for the equipment, but also shall assure itself that the equipment is being used in Title I service delivery.

TITLE I FINANCIAL FORMS

The following represents an explanation of forms and timelines relating to a normal one-year cycle in the Title I program.

Title I Electronic Internet Application Processes:

1. ***Title I Electronic Internet Application - due in approvable form by July 15 for following school year***

The Title I electronic Internet application is submitted by LEAs to obtain funding for a proposed program to help disadvantaged children meet high standards. The funds are available for a 27-month period (7-1-02 to 9-30-04). The Title I Annual Application is only available in electronic format.

- ⇒ Any LEA applying for Title I funds for the current school year must complete the annual application, selection of schools, and general budget. The general carryover, statement of agreement, migrant application, schoolwide operating programs, schoolwide indication of planning, and delinquent application are completed as applicable.
- ⇒ The first part of this Reference Manual includes a *Title I Electronic Internet Application Manual* that gives an explanation of the application parts and step-by-step instructions for completing the electronic application.
- ⇒ The electronic application may be accessed at www.edinfo.state.ia.us. You must enter the district login ID and password to gain access to the Title I site.
- ⇒ The person responsible for the Title I financial records for the LEA needs to have a copy of the approved application and any amended budgets, as well as invoices from teachers, principals, etc. This is especially important when the financial person and the Title I coordinator are not the same person.
- ⇒ The allocation letter will give the amount of funds available for each type of grant monies for which the LEA qualifies. The SEA usually plans to mail this letter in May although this fluctuates due to the U.S. Department of Education's release of allocations.
- ⇒ The allocation notice packet will contain the allocation letter, *Title I Reference Manual* including the *Title I Electronic Internet Application Manual* and *Title I Equipment Depreciation Schedule and Disposal Record*.

2. ***Project Budget Completion Final Certification - due after approved expenditures are paid***

- ⇒ Following receipt of the last automatically scheduled payment, the LEA will have a "Project Budget Completion" button appear on the Title I Current Project Budget on the General Budget Screen or the Title I Carryover Project Budget on the General Carryover Screen of the Title I electronic Internet application.
- ⇒ This "Project Budget Completion" button is to be used to certify the project for final payment.
- ⇒ This should be done **only after** all approved expenditures for that project have been paid. The difference between the amount paid to date and the expenditures is the final payment that closes the project.
- ⇒ If a carryover project is being reported and the total approved amount has already been received, the "Project Budget Completion" button is used to certify that expenditures have been paid as approved and close the project.
- ⇒ This process replaces sending in a paper final financial report to close a project.
- ⇒ **If the approved project budget does not accurately reflect actual expenditures, an electronic amendment process must be completed prior to the project completion final certification.**
- ⇒ This final certification process should be followed by the LEA to report final expenditures on all approved Title I projects.
- ⇒ The electronic application may be accessed at www.edinfo.state.ia.us. You must enter the district login ID and password to gain access to the Title I site.
- ⇒ The expenditures verified by the LEA through the project budget completion final certification process will be compared with the audit report to verify proper accounting of Title I funds.

3. ***Amendment to Title I Electronic Internet Application***

- ⇒ When a change in budget items or program content needs to be made in the approved Title I budget, the LEA needs to submit an electronic amendment. This process can be completed whenever the need arises.
- ⇒ **Any General Budget funds approved but not spent are only available as carryover funds through an electronic amendment that reduces the approved budget to a budget that reflects only actual expenditures.**
- ⇒ The ability to amend is part of the electronic application filing process. Please refer to the *Title I Electronic Internet Application Manual* at the front of this Reference Manual for instructions on amending the Title I Current Project Budget or Title I Carryover Project Budget.
- ⇒ The electronic application may be accessed at www.edinfo.state.ia.us. You must enter the district login ID and password to gain access to the Title I site.

Paper Forms:

4. Number of Public School Students Qualifying for FREE Lunches - due end of November
Number of Private School Students Qualifying for FREE Lunches - due end of November

- ⇒ Only report FREE lunch count as of October 31.
- ⇒ Data are used as part of a formula count for Title I allocation.
- ⇒ LEAs in whole grade sharing agreements report only their own resident children regardless of the school district they attend.
- ⇒ The LEA in which they attend school counts open enrolled students.
- ⇒ The counts are compared against what is reported for October to the Bureau of Food and Nutrition.

5. Payment Letter – received with quarterly and final payment

- ⇒ The Payment Status Screen of the Title I electronic Internet application gives LEAs quarterly payment amounts and the funds received to date. The current project is reimbursed approximately one-fourth of the approved amount each quarter. If there is a carryover project as well, those funds are usually reimbursed in the first quarter.
- ⇒ With each quarter's payment (approximately October 1, January 1, and April 1), a payment letter is sent giving the allocation, the approved amount, the payment amount and the amount paid to date. It is important that the information contained in the payment letter is verified and used for proper accounting of the funds. Please notify the Title I office of any discrepancies.
- ⇒ The electronic application may be accessed at www.edinfo.state.ia.us. You must enter the district login ID and password to gain access to the Title I site.

6. Request for Title I Reallocation Funds

- ⇒ Reallocation funds are Title I grant funds that were allocated to LEAs but not used in the previous year. These funds are then reallocated to other LEAs meeting the eligibility criteria.
- ⇒ A LEA is eligible to receive reallocation funds if the LEA shows an increase in low-income since the most recent decennial census (i.e.: 1990 census data compared to the most recent Iowa Department of Revenue and Finance low-income data).
- ⇒ The *Request for Title I Reallocation Funds* is sent to each eligible LEA to apply for reallocation funds. Once the *Request for Title I Reallocation Funds* is reviewed and approved by the SEA, the LEA is notified of the available reallocation funds.
- ⇒ Because reallocation funds are from the previous year's funds, the approved reallocation funds for each LEA must be used as part of the carryover project through an electronic amendment process or a new carryover project is created.
- ⇒ The timeline for the reallocation process varies. It has recently been January through April; but it is possible for reallocation to take place in October or November.

7. Title I Equipment Disposal Record - due by July 15

- ⇒ The title to and administrative control over equipment acquired with funds provided under Title I must be retained and exercised by a public agency. In exercising that administrative control, the public agency shall keep records of and account for the equipment, but shall also assure itself that the equipment is being used in Title I service delivery.
- ⇒ With the inception of the Title I electronic Internet application process, any equipment purchased with current year funds can be picked up automatically by the SEA for each district.
- ⇒ A LEA is only required to depreciate equipment following the *Depreciation Schedule for Title I Equipment* and report annually on the *Title I Equipment Disposal Record* the equipment deleted from inventory.
- ⇒ The *Title I Equipment Depreciation Schedule and Equipment Disposal Record* are included in the allocation notice packet.

8. Title I Participation Report - due by June 1

- ⇒ The *Title I Participation Report* is the form used by LEAs to report various statistical data to the SEA as it relates to all students served in the current school year Title I programs.

- ⇒ LEAs should develop a method for collection of these data from each building served and compilation for the LEA report.
- ⇒ These data are required elements that must be reported by the SEA to the U.S. Department of Education annually.

9. *Notification of Excess Title I Carryover Funds*

- ⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.
- ⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is \$50,000 or more.
- ⇒ The SEA mails the *Notification of Excess Carryover Funds* in March of each year to notify LEAs of excess carryover funds for the coming school year.
- ⇒ The SEA may, once every three years, waive the percentage limitation with respect to carryover.
- ⇒ All excess funds are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

10. *Request for Waiver of Excess Title I Carryover Funds*

- ⇒ Carryover funds are the difference between the allocation and the approved amount on the current budget.
- ⇒ The current allocation and current approved amount can be found on the Annual Application Screen or the Payment Status Screen of the Title I electronic Internet application.
- ⇒ The electronic application may be accessed at www.edinfo.state.ia.us. You must enter the district login ID and password to gain access to the Title I site.
- ⇒ Current legislation limits carryover funds to 15 percent of the current year allocation if the LEA allocation is \$50,000 or more.
- ⇒ The SEA mails the *Notification of Excess Carryover Funds* each year in March to notify LEAs of excess carryover funds for the coming school year.
- ⇒ With the submission of the *Request for Waiver of Excess Title I Carryover Funds* by the LEA the SEA may, once every three years, waive the percentage limitation with respect to carryover.
- ⇒ Excess funds which are not retained by the LEA through the approval of the *Request for Waiver of Excess Title I Carryover Funds* or through an electronic amendment to the current budget are considered reallocation funds and become available to LEAs meeting reallocation eligibility.

AUDITING TITLE I FUNDS

The U.S. Congress amended the Single Audit Act of 1984 in 1996. The Office of Management and Budget (OMB) has withdrawn Circular A-128 and revised Circular A-133 “Audits of States, Local Governments, and Non-Profit Organizations,” to include governmental entities previously covered by A-128. The revised circular, which regulates the implementation of the Single Audit Act Amendments of 1996, was released on June 24, 1997.

Previously, all LEAs regardless of federal funding level were required to have their annual audits conducted in accordance with OMB Circular A-128, “Audit Requirements for State and Local Governments,” or its successor. Currently, all Iowa education agencies that expend a total of \$300,000 or more in federal awards in any fiscal year will have an annual audit conducted in accordance with OMB Circular A-133 as is required by the Single Audit Act Amendments of 1996. LEAs expending less than \$300,000 in federal awards in any fiscal year will not be required to have their annual audits conducted in accordance with OMB Circular A-133. Instead, those agencies will have an audit that follows the requirements of Chapter 11 of the Code of Iowa.

The Single Audit Act Amendments of 1996 included language that limited the use of federal money to pay audit costs. The Act stated that those LEAs expending less than \$300,000 in federal awards in any fiscal year could not charge any of the costs of a Single Audit to federal programs. LEAs expending at least \$300,000 in federal awards in any fiscal year could charge to the federal award a reasonable, proportionate share of the cost of the audit, if the audit was conducted in accordance with the Single Audit Act Amendments of 1996.

The exemption from conducting the annual audit in accordance with OMB Circular A-133 will not exempt an agency from compliance with any provision of a federal statute or regulation that requires the agency to maintain records concerning federal awards provided to it or that permits a federal agency, pass-through entity, or the Comptroller-General access to such records.

Questions and comments on this process should be addressed to Janice Evans, 515/281-4738 or janice.evans@ed.state.ia.us.

SUGGESTIONS FOR MAINTAINING TITLE I RECORDS

1. Using Generally Accepted Accounting Principles, establish separate ledger cards or a computer data management system for each approved Title I project. Keep obligations and expenditures current on these cards in order to have an unencumbered balance and actual expenditures on each expenditure category at all times. This will alert you when an amendment to a project is needed.

2. At the close of the project, after all bills are paid, the ledger cards will help determine expenditure totals by expenditure category for the project budget completion final certification. Keep in mind that the project budget completion final certification is very important in that it is the method of reporting actual approved Title I expenditures for the project, which is the basis for the final payment and affects carryover available for the coming school year.
3. The ledger cards will make it easier for the auditor at the time of the annual LEA audit to determine expenditures of Title I funds. These cards can be used in conjunction with the computer printouts.
4. You must be aware of approved project budgets. A copy of the approved Title I application, including attachments, and any amended budgets should be part of your Title I file.
5. Copies of invoices should also be part of your Title I file and should include the project number. Teachers, principals, etc., should be aware of your need for this information. The project number appears at the bottom of the Annual Application Screen of the Title I electronic Internet application and consists of the four-digit district number, a letter or combination of letters representing the funding source, and a two-digit number representing the fiscal year.
6. At the time the Title I Application is approved, expenditures for approved equipment should be reflected in the additional items added to the LEA inventory.
7. Supporting documentation for entries in the accounting records is very important at the LEA level. Function, expenditure account and object as approved in the Title I budget should identify expenditures applicable to a Title I project. In addition, the assigned project number should reference expenditures to each separate project.

SCHOOLS IN NEED OF ASSISTANCE

The re-authorized Elementary and Secondary Education Act (ESEA) *No Child Left Behind* continues to emphasize the goal of all students being proficient in reading and mathematics. Each year LEAs provide information about the progress of students in Title I schools. School buildings that do not make adequate yearly progress are designated as schools in need of assistance. To fulfill Title I Federal requirements (Section 1119) of ESEA, buildings identified for two or more consecutive years in reading and/or mathematics must participate in a technical assistance program provided through the SEA. Efforts at the state, district and building levels must concentrate on actions that will be undertaken to assist all students in attaining proficiency. LEAs should be cognizant of this requirement and plan educational programming that implements strategies for improved student achievement.

Reauthorized (ESEA) Title I legislation requires buildings identified as in need of assistance to publish a public notice related to this identification. In addition, this notice must provide parents with information regarding school choice options within the district. The school choice requirement does not apply if the identified building is the **only building** within the district with the same grade span grouping. (See School Choice Requirements in the Appendix of this reference manual.)

TEACHER LOAN CANCELLATION

The SEA has the responsibility of annually compiling a listing of low-income schools within the state that becomes part of a national directory of low-income schools for the purpose of providing teacher student loan cancellation privileges under the Federal Perkins Loan and National Direct Student Loan Programs. To be eligible to be listed, the LEA must be eligible for Title I funding and have a low-income percentage exceeding 30 percent. The source for the low-income information is the Selection of Schools Screen of the Title I electronic Internet application. The data gathered in the previous school year is used to qualify schools in the current school year (e.g. schools with a low-income percentage exceeding 30% on the 2001-2002 school year Title I application will give teachers loan cancellation benefits in the 2002-2003 school year). To be eligible, an educator must be a full-time teacher in an identified school. The actual benefits vary by individual circumstances. To apply for loan cancellation benefits, request the appropriate forms from the office that administers the Perkins loan program at the college or university that holds the loan. The national directory and further information on the Perkins Loan Cancellation program may be accessed at www.ed.gov/offices/OSFAP/Students/repayment/teachers/perkins.html. The state listing for the coming school year is not submitted annually until the end of June and is normally published online sometime between October and December. The State's Title I office hopes to annually make LEAs aware of schools within the LEA that qualify teachers for this benefit. To verify the eligibility of a school within the state of Iowa, contact Sue Olson at 515/281-5314 or sue.olson@ed.state.ia.us.

The annual listing of low-income schools also provides teacher loan cancellation benefits for those with Stafford Loans, Direct Subsidized and Unsubsidized Loans. For more information and eligible schools, access the U.S. Department of Education website referenced above. This site will also offer information regarding Douglas Scholarships.

The Iowa Department of Education annually designates “teacher shortage areas” for the state. Educators teaching full-time in a designated teacher shortage discipline may be eligible for up to three years of deferment on Stafford Student Loan and/or Supplemental Loans for Students (SLS). The shortage areas and information regarding the deferment process are available at www.state.ia.us/educate. Educators teaching in these shortage areas may also qualify for cancellation benefits under the Federal Perkins Loan Program. Refer to the U.S. Department of Education website for more information.

The Iowa College Student Aid Commission is an excellent resource regarding loan cancellation benefits for educators. The website is www.state.ia.us/government/icsac/loans and provides a wide variety of assistance and information as well as links to other sources educators will find helpful. The ICSAC can be contacted at 515/242-3350 or 1-800-383-4222.

Depreciation Schedule for Title I Equipment

FURNITURE:

Library tables, bookcases, school desks, file cabinets, chairs, etc., -- 10 years

AUDIO-VISUAL:

TV/VCR - 5 years

Carts, all types – 5 years

Computers (keyboard, monitor, disc drive, etc.) – 5 years

Printers - 5 years

OTHER:

Items not covered should be referred to this office. **All books, kits, tapes, software, etc., are considered materials and supplies;** therefore, these items should be removed from the equipment inventory of the LEA.

(See Document titled “Title I Equipment Forms”)

TITLE I STAFF AND RESPONSIBILITIES

Consultant Staff:

Paul Cahill, Title I Administrative Consultant
Bureau of Administration and School Improvement
Services (515) 281-3944
E-mail: paul.cahill@ed.state.ia.us

Area of Responsibility

Major responsibility for the overall coordination of the Title I program in the State of Iowa. Serves as the State contact for Title I issues.
AEA 11: (Counties of Audubon, Boone, Carroll, Dallas, Guthrie, Marion, Polk except Saydel CSD).

Donna Eggleston, Title I Consultant
Bureau of Administration and School Improvement
Services (515) 281-3999
E-mail: donna.eggleston@ed.state.ia.us

Serves as State Migrant Education Coordinator.
AEAs 3, 4, and 12.

Sandy Hulse, Title I Consultant
Bureau of Administration and School Improvement
Services (515) 281-3965
E-mail: sandra.hulse@ed.state.ia.us

Serves as contact for Comparability Reports; State Schoolwide Program Coordinator.
AEAs 13, 14, 15, and 16.
AEA 11: (Counties of Madison and Warren)

Teresa McCune, Title I Consultant
Bureau of Administration and School Improvement
Services (515) 281-4732
E-mail: teresa.mccune@ed.state.ia.us

Serves as Every Child Reads Initiative team member; Title I Program Improvement contact.
AEAs 1, 9, and 10. AEA 11: (Counties of Jasper, Story, and Saydel CSD in Polk County)

Kara Weigel, Title I Consultant
Bureau of Administration and School Improvement
Services (515) 281-0368
E-mail: kara.weigel@ed.state.ia.us

Serves as contact for State Neglected or Delinquent Institutions; Parent Involvement Contact; School Improvement Team member.
AEAs 2, 5, 6, and 7.

Support Staff:

Jill Corsbie, Accounting Technician
(515) 281-5315
E-mail: jill.corsbie@ed.state.ia.us

Responsible for remitting payments to LEAs, audit reconciliation, contracts and travel claims.

Sue Olson, Administrative Assistant
(515) 281-5314
E-mail: sue.olson@ed.state.ia.us

Responsible for Title I fiscal matters: allocations, amendments, budgets. Teacher loan cancellation.

Vacant, Secretary
(515) 281-5313
E-mail:

Responsible for telephones, correspondence and various duties associated with the position.

Title I FAX number:
(515) 242-6025

SPEEDY REFERENCE CALENDAR OF TITLE I DUE DATES

<u>FORM</u>	<u>DUE DATE</u>
<i>Title I Electronic Internet Application</i> <i>Local Delinquent Education Application</i> <i>Migrant Education Application</i> <i>Schoolwide Program Attachment</i>	July 15, 2002
<i>Title I Equipment Depreciation Schedule and Disposal Record</i>	July 15, 2002
<i>Comparability Report</i>	Completed biannually by eligible LEAs in October and kept on file locally
<i>Number of Public School Students Qualifying for FREE Lunches</i>	End of November
<i>Number of Private School Students Qualifying for FREE Lunches</i>	End of November
<i>Project Budget Completion Final Certification</i>	Due after approved expenditures are paid (completed online)
<i>Title I Participation Data 2002-2003 School Year</i>	June 1, 2003

TITLE I QUESTIONS AND ANSWERS

ALLOCATION OF TITLE I FUNDS TO SCHOOL ATTENDANCE AREAS AND SCHOOLS

Q. How does a LEA handle carryover funds when allocating funds to school attendance areas?

A. Although a LEA may not use carryover funds to provide services in an ineligible school, a LEA has considerable discretion in handling carryover funds. Some of these options include:

- Allow each school to retain its carryover funds for use in the subsequent year.
- Add carryover funds to the LEA's subsequent year's allocation and distribute to participating areas and schools in accordance with allocation procedures.
- Designate carryover funds for particular activities that could best benefit from additional funding. (Examples: parental involvement activities; schools with the highest concentrations of poverty.)

Regardless of the option a LEA elects, the LEA may not carry over more than 15 percent of its allocation from one year to the next. This percentage limitation does not apply to a LEA that receives an allocation of less than \$50,000 under subpart 2 of Part A. A SEA may, once every three years, waive the percentage limitation if it determines that the request of a LEA is reasonable and necessary or if supplemental appropriations become available.

Q. May a LEA allocate a greater per-pupil amount, for example, to schoolwide program schools than to targeted assistance schools since schoolwide programs serve all children in the school?

A. The Title I statute requires allocations to be based on the total number of low-income children in a school attendance area or school. Therefore, poverty is the only factor on which a LEA may determine funding. In other words, a LEA may not allocate funds based on the instructional model, educational need, or any other non-poverty factor. In fact, now that Part A places the responsibility for selecting participants and designing programs on schools rather than on the LEA, the LEA will not necessarily be in a position to know in advance the instructional model or educational need when determining allocations.

Q. May a LEA reserve funds from its Part A allocation before distributing funds to school attendance areas?

A. Yes. Before allocating funds a LEA shall reserve funds as are reasonable and necessary to—

- Provide services comparable to those provided to children in participating school attendance areas and schools to serve—
 - ◆ Children in local institutions for neglected children; and
 - ◆ Where appropriate—
 - ⇒ Eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters.
 - ⇒ Children in local institutions for delinquent children.
 - ⇒ Neglected and delinquent children in community day school programs.
- Meet the requirements for parent involvement. A LEA that receives more than \$500,000 under subpart 2 of Part A must spend at least 1 percent of its allocation for parental involvement activities. However, funds that schools spend for parent involvement activities may count toward meeting this requirement.
- Administer Part A programs for public and private school children to provide special capital expenses that are incurred as a result of implementing alternative delivery systems to serve private school children.
- Conduct other authorized activities such as preschool programs, summer school and intersession programs, professional development, school improvement, and coordinated services.

Because the reservation of funds by a LEA will reduce the funds available for distribution to participating areas and schools, the LEA must consult with teachers, pupil services personnel (where appropriate), principals, and parents of children in participating schools in determining, as part of its LEA plan, what reservations are needed. This issue must also be part of the consultation with private school officials before a LEA makes any decisions that affect the opportunities of eligible private school children to participate in Part A programs.

Q. Is there a maximum amount that a LEA may reserve?

- A.** No. A LEA must bear in mind, however, that the goal of Part A is to enable participating children to make adequate progress toward meeting the challenging student performance standards that all children are expected to meet. Moreover, the LEA must calculate 125 percent of the LEA's allocation per low-income child before it reserves any funds.

Q. How may a LEA reserve funds for activities such as parental involvement and professional development?

- A.** A LEA may reserve funds at the LEA level for activities such as parental involvement and professional development or the LEA may require its Title I schools to carry out these activities from their allocations. For example, a LEA that is required to spend at least 1 percent of its allocation for parental involvement activities may reserve the full 1 percent from its Part A allocation, require each school to spend a requisite amount from its Part A allocation, or use a combination of these approaches.

Q. May a LEA consider variations in personnel costs, such as seniority pay differentials or fringe benefit differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas?

- A.** Yes, this is an allowable option for the LEA. The statute requires that Part A funds be allocated to school attendance areas and schools on the basis of the number of children from low-income families in each area or school. This provision assumes, for example, that two schools with the same number of poor children need similar amounts of funds to provide comparable educational programs to participating children. An inequity may occur, however, if schools with similar allocations offering similar instructional programs need to spend different amounts because of the salary and fringe benefit costs of the staff providing the instruction. To address this situation, a LEA may consider variations in personnel costs, such as seniority pay differentials or fringe benefits differentials, as LEA-wide administrative costs, rather than as part of the funds allocated to school attendance areas or schools. The LEA would pay the differential salary and fringe benefit costs from its administrative funds taken off the top of the LEA's allocation. This policy would have to be applied consistently to staff serving both public and private school children throughout the LEA.

Q. How are funds made available to provide services to eligible private school children?

- A.** Title I continues the requirement that a LEA provide equitable services to eligible children enrolled in private schools. Because of other changes in Title I, however, some new procedures are necessary. For example, Section 1113[c] of Title I requires a LEA to allocate funds to a participating school attendance area or school on the basis of the total number of children from low-income families, including low-income children attending private schools. Thus, the LEA, in consultation with private school officials, must obtain the best available poverty data on private school children who reside in participating attendance areas. Because private school officials may have access to some sources of poverty information not easily accessible to public school officials, it is very important that public and private school officials cooperate in this effort.

LEAs have flexibility in the methods used to collect poverty data on private school children. For example, a LEA could use:

1. Data from the same source for both public and private school children.
2. Poverty data for private school children that are from a different source than the data the LEA uses for public school children as long as the income level for both sources is generally the same.
3. If complete data from the same or comparable poverty sources are not available, extrapolated data on the number of low-income private school children based on actual data from a representative sample of private school children.
4. Correlated data that shows the relation between two known sources of poverty data on public school children, which is then applied to a known source of data on private school children.

Although funds are allocated on the basis of poor children, private school children eligible to be served are children who reside in a participating public school attendance area and who have educational needs. To provide equitable services to eligible private school children, a LEA must reserve the amounts generated by poor private school children who reside in participating public school attendance areas. In consultation with private school officials, a LEA may choose one, or a combination of, the following options for using the funds reserved for private school children:

- Provide equitable services to eligible children in each private school with the funds generated by children from low-income families who reside in participating public school attendance areas and who attend that private school.
- Combine the funds generated by poor private school children in all participating areas to create a pool of funds from which the LEA provides equitable services to eligible private school children who reside in participating public school attendance areas and are in the greatest educational need of those services. Under this option, the services provided to eligible children in a particular private school are not dependent upon the amount of funds generated by poor children in the school.

HOLD-HARMLESS PROVISIONS

Q. If a LEA loses eligibility for Basic or Concentration Grants in 2002-2003, does the hold-harmless provision apply?

- A. To be eligible for a basic grant, a LEA must have at least 10 formula children and the number of formula children must be greater than two percent of the LEA's school-age population. A LEA must meet the minimum requirements to be eligible for the hold-harmless provision to apply for basic grants. To be eligible for concentration grants a LEA must have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA's school-age population. For concentration grants under NCLB, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility criteria. However, the hold-harmless provision only applies as far as funding is available.

Q. Is there a LEA hold-harmless provision for Concentration Grant funds?

- A. Yes, the hold-harmless provision applies to a LEA for four consecutive years even if the LEA no longer meets the eligibility criteria. However, Title I law specifies that if appropriations are insufficient to fully fund all Title I entitlements in any given year, grants will be ratably reduced.

Q. Is a LEA that received Title I, Part D, Subpart 2 funds in 2001-2002 entitled to receive a hold-harmless allocation for 2002-2003?

- A. No. The hold-harmless provisions of Title I, Part A do not apply to subgrants received by LEAs under Part D, Subpart 2.

LEA IDENTIFICATION AND SELECTION OF SCHOOL ATTENDANCE AREAS

Q. When applying the “35 percent rule,” must all school attendance areas with at least 35 percent poverty be served?

- A. No. However, school attendance areas to be served must be selected in rank order.

Q. Section 1113[b][1][C][i][II] allows a LEA to skip an eligible school attendance area or school that has a higher percentage of poverty if the area or school is spending supplemental State or local funds “according to the requirements of Section 1114 or 1115.” What is meant by “according to the requirements of Section 1114 or 1115?”

- A. A supplemental State or local program meets the requirements of Section 1114 if the program:
- Is implemented in a school that meets the schoolwide poverty threshold for eligibility.
 - Is designed to upgrade the entire educational program in the school to support students in their achievement toward meeting challenging student performance standards.
 - Is designed to meet the educational needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet challenging student performance standards.
 - Uses a system of assessment to review the effectiveness of the program.

A supplemental State or local program meets the requirements of Section 1115 if the program:

- Serves only children who are failing, or most at risk of failing, to meet challenging student performance standards.
- Provides supplementary services designed to meet the special educational needs of the children who are participating to support their achievement toward meeting challenging student performance standards that all children are expected to meet.
- Uses a system of assessment to review the effectiveness of the program.

Q. How may preschool children be served under Part A?

- A. There are several ways in which preschool children may be served under Part A. For example—

- A participating school may use part of its Part A funds to operate a preschool program.
- A LEA may reserve an amount from the LEA's total allocation to operate a Part A preschool program for eligible children in the district as a whole or for a portion of the district.
- A LEA may reserve an amount from the LEA's total allocation and distribute these funds to schools that wish to operate a Part A preschool program.

LOCAL NEGLECTED CHILDREN

Q. If a LEA is unable or unwilling to provide services to children in local institutions for neglected children, may it retain the funds that were allocated on the basis of these children?

A. No. If a LEA is unwilling or unable to provide services to neglected children, the SEA must reduce the LEA's allocation by the amount generated by the neglected children.

Q. May the SEA transfer these funds to another LEA?

A. Yes. These funds may be assigned to another State agency or LEA that agrees to assume educational responsibility for the neglected children.

Q. May the SEA retain these funds?

A. Yes. If the SEA assumes educational responsibility for the neglected children, it is entitled to the funds generated by these children.

Q. If neither the SEA nor another agency is willing to assume educational responsibility for neglected children, what happens to the funds?

A. The SEA must reduce the LEA's allocation by the amount that was based on neglected children. These funds would lapse and not be available for reallocation to other LEAs.

Q. If an institution closes and the children are transferred to an institution in another LEA, must the SEA transfer the funds to the LEA in which the children now reside?

A. Yes. The SEA must adjust the allocations of the two LEAs to reflect the transfer.

PRIVATE SCHOOL SERVICES - CONTACTS AND ACTIVITIES IN PRIVATE SCHOOLS

Q. Is it permissible for Title I teachers to use private school facilities other than the Title I classroom, such as the restroom, teachers' lounge, cafeteria, or the parking lot?

A. Yes. There is no prohibition against reasonable use of private school facilities by a Title I teacher or other Title I personnel.

Q. May Title I teachers and other public school personnel meet or have discussions with private school teachers and administrators?

A. Yes. Consultation and communication are essential to implementing an effective Title I program. Therefore, Title I personnel may have necessary discussions or meetings with private school officials concerning the design and development of the Title I program, as well as communications concerning the needs and progress of individual children. (For the Title I requirements regarding consultation with private school officials, see section 1120(b) of the Title I statute.)

PRIVATE SCHOOL SERVICES - LOCATIONS AND TYPES OF SERVICES

Q. Do Title I services have to be provided in private schools?

A. No. However, LEAs are required to provide Title I services for private school children that are equitable in comparison to the services and other benefits provided for public school participants and to consult with private school officials on important issues such as the location of any services.

Q. May Title I instructional services be provided in private schools before and after regular school hours and during the summer?

A. Yes. These are additional, permissible options for providing services for private school children so long as the equitability and consultation requirements are met. In fact, the Title I statute requires, with respect to public and private school children, that LEAs use effective instructional strategies that give "primary consideration to providing extended learning time." These options may be useful particularly in situations where there is no space available in the private school during the regular school day.

Q. Do Title I services for private school children need to be in the same subject areas or grade levels as public school students?

A. No. The needs of the private school children determine what Title I service is appropriate. However, because eligibility for services is determined by residence in a participating public school attendance area, private school students being served need to reside in an eligible participating public school attendance area. Therefore, for example, if a public middle school attendance area is not participating in Title I, Title I service may not be provided to private school students in middle school grades who reside in the area.

Q. Does space used in private schools for Title I instruction need to be free of any religious symbols?

A. In its decision in *Agostini*, in ruling that Title I instructional services can be provided in private schools, the Court relied on the safeguards in New York City's pre-Aguilar program, including the fact that the Title I services were provided in space that had no religious symbols. While the Supreme Court did not specifically indicate whether the removal of religious symbols was required, it is a significant factor a court is likely to take into account in reviewing the constitutionality of services in private schools and the Department strongly encourages LEAs to provide Title I instruction in space that is free of any religious symbols.

Q. May space used for Title I instruction in a private school be used for non-Title I purposes at other times?

A. Yes. The LEA should have the exclusive use and control of the Title I space during the time period in which Title I services are being conducted, but the space may be used for other purposes at other times.

Q. May Title I service be provided in the regular private school classrooms through aides or joint teaching efforts?

A. The Department recommends that LEAs not provide these types of services. In holding that Title I instruction may be provided in private schools, the Court in *Agostini* emphasized that the Title I program was totally separate from the private school's educational program and under the sole control of the LEA. Providing Title I instruction as a part of private school classes raises significantly different issues that increase the risk that the services would be held unconstitutional.

Q. Are private schools required to make space available in their schools for Title I services?

A. No. If space is not available in a private school, or if the private school chooses not to make its facilities available to the LEA for this purpose, Title I services have to be provided in another location. The LEA still has the responsibility of providing equitable Title I services for private school children under these circumstances, although the services would be at a location outside the private school. The extra costs of providing services at a location outside the private school would be taken "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children.

PRIVATE SCHOOL SERVICES - NEW PRIVATE SCHOOL CHILDREN

Q. Can a LEA serve eligible private school children who previously declined Title I service?

A. Yes. A LEA may provide services to these children to the extent possible in the current school year, but the LEA will have met its responsibility to offer equitable services to private school children for the upcoming school year if it contacted representatives of these children on a timely basis in the normal course of designing the Title I program and services were declined. However, we

strongly encourage these LEAs to contact representatives of these children to see what arrangements or modifications can be made for the upcoming school year and to make those adjustments unless it would seriously disrupt the already-planned program. With respect to future years, LEAs should make renewed efforts to contact representatives of private school children that may have declined services because they could not be provided in the private school.

PRIVATE SCHOOL SERVICES - OFF-THE-TOP REQUIREMENTS

Q. Does the "off-the-top" requirement apply?

- A. Yes. Section 200.27 of the Title I regulations requires that LEAs reserve funds as are reasonable and necessary for certain purposes, including administration of programs for public and private school children, before funds are allocated to school attendance areas or schools. Therefore if a LEA continues to provide Title I services, these costs would come "off-the-top" of the LEA's Title I allocation before funds are allocated for instructional services for public and private school children. The Department anticipates, however, that the "off-the-top" costs of providing Title I services for private school children outside their own schools will be reduced greatly as a result of the Court's decision in Agostini.

PRIVATE SCHOOL SERVICES - SCHOOLWIDE PROGRAMS

Q. Can schoolwide programs be operated in private schools?

- A. No. Schoolwide programs may not be operated in private schools because private schools, as opposed to private school students, are not themselves eligible for Title I service.

REALLOCATION

Q. How does a SEA reallocate funds?

- A. Section 1126[c] of Title I requires that a SEA reallocated Part A funds on a timely basis to LEAs in the State that need additional funds in accordance with criteria established by the SEA. Funds available for reallocation may include:
- Excess Part A funds available from a LEA that: (1) is eligible for a Title I allocation but has chosen not to participate in the Title I program; (2) has had its allocation reduced because it failed to meet the maintenance of effort requirements in Section 14501 of ESEA; (3) has carryover funds that exceed the 15 percent limitation in Section 1127 of Title I; or (4) has excess funds for other reasons; or
 - Funds that a SEA has recovered after determining that a LEA has failed to spend Part A funds in accordance with the law.

APPENDIX I

**GUIDELINES FOR
THE DEVELOPMENT
OF
TITLE I
PARENT INVOLVEMENT
POLICIES
AND
SCHOOL-PARENT COMPACTS**

New Parental Notification Requirements

- LEAs must notify parents of availability of information on professional qualifications and of their student's classroom teacher.
- Teacher state qualifications and licensing criteria for subject areas and grade level.
- Information on teaching on emergency or other provisional status.
- Degrees and certifications held by teacher and area of discipline.
- Qualifications of paraprofessional who provides services to students.
- Information on student's performance level on each state assessment. (required in Chapter 12 of Iowa Administrative Code)
- Timely notice of 4 or more weeks of teaching by a teacher that is not fully qualified.
- Qualifications of paraprofessional who provides services to students.
- Parents must be informed if their child is placed in a Limited English Proficient program.

Parent Involvement Expectations

There is a greater emphasis on involving parents in the education of their children.

- Involve parents in school activities.
- Provide materials and training to help parents work with their children to improve achievement.
- Use technology as appropriate to foster parent involvement.
- Increase parent outreach and information.

Parent Advisory Committees

- Schools must adopt parent-school compacts for Title I students. (continued from the '94 reauthorization)
- Schools must adopt written parent involvement policies developed jointly with parents. (continued from the '94 reauthorization)
- Include parents in drafting plans for schoolwide programs and school improvement. (continued from the '94 reauthorization)
- Involve parents in annual program review. (continued from the '94 reauthorization)

Sample Parent Involvement Policies

(Some of these policies are from other states and may have missing pieces or additional pieces of information that would not be required of your school/district. Some of the examples lack a notation about an annual evaluation of the policy. References were included where applicable.)

Introduction

Section 1118 of Title I of the No Child Left Behind Act of 2001 (NCLB) requires that districts and schools work with parents to create a jointly developed parent involvement policy.

The Local Educational Agency (LEA) and school parent involvement policies spell out the expectations for establishing an ongoing partnership between the home and the school, define the roles of each in raising student achievement, and provide a framework for parental participation.

LEAs may amend a district parent involvement policy already established to include all the Title I provisions. Or districts and schools may choose to have a separate policy for Title I purposes.

The following pages contain some sample parent involvement policies. The law requires that the policy describe how each provision will be implemented. This description, which will be unique to each school/district, must be specific enough so that parents and school personnel can understand how each activity will be carried out. Schools need to first make sure that all the “big” ideas are somewhere in their own policies. Then each school/district must describe how each of the big ideas will be achieved on the local level.

NCLB requires both the district and each school within the district to have a parent involvement policy. However, in many cases, the district and the school are one and the same. Districts with multiple attendance centers must have a district Title I policy. Then each Title I building could adopt that as a school policy or revise any or all of it to meet individual building needs.

Sample Parent Involvement Policy

_____ Community School District

It is the policy of _____ Community Schools that parents of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planing and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents and schools.

1. This jointly developed and agreed upon written policy is distributed to parents of participating Title I children and all parents in schoolwide buildings through the Parent Handbook, which is distributed to every family at the time of registration.
2. Two annual meeting are held, for all parents of participating children, both public and private. Additional meetings with flexible times shall be held throughout the year and be determined by parent suggestions. All _____ elementary buildings will hold two annual meetings, one in the fall and one in the spring. Notification will be sent in the building newsletter.
3. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meetings and parent-teacher conferences.
4. Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all boxholders in the spring of the year, through individual reports given to parents at conference time, and through report cards.
5. In targeted assistance buildings parents are informed of and involved with their child's participation in the Title I program. They also are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meetings.
6. Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.
7. Parents will be involved with the planning, review, and improvement of the schoolwide programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the schoolwide program is not satisfactory to the parents of participating children, they may submit comments to the SIAC.

8. A jointly developed school/parent compact outlines how parents, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent handbook and is reviewed at the annual meetings.
9. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request. A reading library, which contains reports on educational issues, books, and videos, are available to parents for check out at the _____ Elementary building.
10. The school continues to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district. Transitional information for students moving from fifth grade to sixth grade will be provided to parents at _____ Elementary at the annual spring meeting.
11. An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual spring meetings will serve as the site for the discussions of program adjustments.

Providing all _____ Community School District's children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

Parent Involvement Policy

The staff at our school site, with the support of state and federal programs such as Title I and School Improvement, seek to involve parents in an effective home-school partnership in order to provide the best possible education for our students. These parent involvement activities are integrated into the school master plan for academic accountability. Elements of this policy include:

1. Regular Communication With Parents:

In order to build consistent and effective communication between the home and the school and to train teachers and administrators to communicate effectively and in a timely manner with parents regular communication will include the following:

- | | |
|--|--|
| * Teacher Welcome Letters | * Regular School Newsletters |
| * Annual School Calendar | * Special Event/Reminder Notices |
| * Trimester Report Cards | * Twice Yearly Parent Conferences |
| * Parent Nights | * School Assemblies (Parents Invited) |
| * Parent-Teacher Compacts | * Interim progress reports for students |
| * Student-Of –The-Month letters | * who are working below grade level standards |
| * Superintendent’s Newsletter | * SARC Report |
| * School Site Calendar | |

Title I Parent Meetings: Annual Title I Meetings for the parents of children designated in the Title I program will be held to inform parents of the school’s participation in the program and to explain its requirements and parent’s right to be involved. Parents of students participating in the Title I program are encouraged to help organize, plan, and review, the Title I programs for improvement purposes. Regular School Site Council meetings provide opportunities for parents to formulate suggestions that the school site will consider.

2. Parent Trainings: These are opportunities to help parents develop skills to use at home that support their children’s academic efforts & social development. They provide parents with techniques and strategies that they may utilize to improve their children’s academic success and to assist their children in learning at home. A Parent Needs Assessment survey is conducted at the first Parent Night and some of these activities may include:

- | | |
|--|-------------------------------|
| * Math Games | * Reading Skills/Games |
| * Kinder Orientation | * Writing Skills |
| * Gangs, Other Student Risk Issues | * Community Resources |
| * Helping With Homework | * PeaceBuilders |
| * District Standards & Assessment | |

<http://mainst.monterey.k12.ca.us/sanvi/involvepolicy.htm>

3. Parent Support:

A) Homework

As per board policy, homework is assigned each school night and serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide parents an opportunity to interact with their children and their education. Parents can support the school and their child's success by helping with homework in the following ways:

- 1) Help your child get organized. Remind him/her to bring home the necessary materials: binder, pencils, paper, etc.
- 2) Agree upon a regular study time and stick to it.
- 3) See that your child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, Phone, Family Noise, Etc.)
- 4) Ask to see what your child has done each night and that it is returned to the teacher. Show interest in what he or she does at school.
- 5) Contact the teacher if your child has difficulty understanding an assignment. Our goal is to help your child reach grade level standards and beyond.

B) Citizenship and Student Behavior

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and parents should work together to help children understand the meaning and importance of good citizenship and how to be a Peace Builder.

Specific rights, rules and responsibilities regarding student behavior are detailed on the Student Rights and Responsibilities page of the Student/Parent Handbook.

Each student is provided with a copy of this handbook at the beginning of each school year.

C) Parent Visitations

A wonderful way to show your child you are interested in his/her life at school is to visit the classroom, and the school welcomes any parent who wishes to help or simply observe.

The following visitation guidelines will help minimize disruption of the class.

1. Schedule your visit with the classroom teacher and school office in advance, if possible.
2. Leave younger children at home, to lessen distractions if possible unless arrangements are made with the teacher.
3. The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge.
4. When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.
5. Before leaving campus, please check out through the office.

<http://mainst.monterey.k12.ca.us/sanvi/involvepolicy.htm>

D) Parent Participation

Parents are urged to involve themselves in one or more school or district committees. These committees meet monthly (in most cases) to plan for student activities and academic programs, to discuss parent and staff concerns, to approve categorical program budgets, and to enhance parent understanding and skills. Without parent participation, our many extra programs could not exist, and our students would not be nearly so successful. Notices about meetings and activities of the activities listed below will be sent home regularly. Parents wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

- Parent Teacher Association (PTA) – Plans student activities and raises funds for the "extras" needed at the school sites.
- School Site Council – Determines school improvement goals and prioritizes budget expenditures for some categorical programs.
- Migrant Parent Advisory Council (PAC) – Assists in planning district programs for farmworker families. Information is provided to parents concerning school programs, community resources, health concerns, legal rights, child development, etc.
- English Language Learner Advisory Council (ELLAC) – Assists in planning the program to serve English Language learners at the school site and explore opportunities for all students to learn English. The district ELLAC helps set district English Language Learner program goals and plans for the spending of extra funding provided by the state for this purpose.

Other opportunities for participation include:

- D.W. Parent Night
- School Site Activities
- Science Fair
- Art Fair
- Winter & Spring Programs
- Migrant Education Even Start (MEES)
- Classroom Volunteer
- Child Development Advisory Councils
- School Volunteer

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PARENT INVOLVEMENT POLICY

(Pursuant to AB 201)

Parent Involvement: Empowering parents to participate in their children's education.

The Nevada State Board of Education recognizes that parental involvement is the key to academic achievement. The term *parent* refers to any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the educational communities throughout their children's school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents want what is best for their children. School districts and schools, in collaboration with parents, teachers, students and administrators, must establish and develop efforts that enhance parental involvement and reflect the needs of students, parents, and families in the communities which they serve.

In order to enhance parental involvement, six essential elements should be promoted:

1. Communication between home and school is regular, two-way, and meaningful: Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.
2. Responsible parenting is promoted and supported: The family plays a primary role in a child's education, and schools must respect and honor traditions and activities unique to a community's cultural practices and beliefs. Parents are linked to programs and resources within the community that provide support services to families.
3. Parents play an integral role in assisting student learning: Educators recognize and acknowledge parents' roles as the integral and primary facilitator of their children's education. Research demonstrates that student achievement increases when parents are actively involved in the learning process.
4. Schools are open and inviting to parents and families and are actively seeking parental support and assistance for school programs: Parents are welcome in the school, and their support and assistance are sought. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership.

5. Parents are full partners in the decisions that affect children and families: Parents and educators have a joint responsibility to make informed decisions related to all aspects of the education provided to Nevada's youth. The role of parents in shared decision making should be continually evaluated, refined, and expanded.
6. Community resources are made available to strengthen school programs, family practices, and student learning: Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening schools, families, and student learning.

Providing all Nevada's children with equal access to quality education is a primary goal. It is vital that all partners (parents, educators, communities, etc.) have the opportunity to provide input and offer resources to meet this goal. These partnerships are mutually beneficial. Developing cooperative efforts and linking access to resources will ensure improved academic achievement for all students, as well as quality schools.

Sample School-Parent Compacts

(Some of these policies are from other states and may have missing pieces or additional pieces of information that would not be required of your school/district. Some of the examples lack a notation about an annual evaluation of the policy. References were included where applicable.)

School-Parent Compacts

Introduction

One requirement of the Title I parent involvement policy at the school/district level is a school-parent compact, jointly developed by parents. The purpose of the compact is to outline how each partner (parents, the entire school staff, and students), will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the local district's high standards.

The provisions of the compact are described in Section 1118(d) of NCLB. The compact should spell out roles and responsibilities of each party and address the importance of communication in promoting high student academic achievement.

There is no specific format for designing a school-parent compact. However, the requirements in Section 1118(d) must be met. Parental signatures on the compact are voluntary, however, effort should be made to encourage parents to sign. It is also not necessary for the school board to approve the document.

Although sample compacts are included in this guide, schools are encouraged to create a compact that is useful to them and reflects the ideas and beliefs of the school and community. Adequate time and attention should be given to developing this document with as many participants as possible. The actual process used for developing common goals and expectations will be as valuable as the compact itself. The process will promote understanding and support among all stakeholders.

School-parent compacts are a Title I requirement. However, schools are encouraged to integrate this requirement with the total school's parent involvement program rather than creating a separate document.

Sample Compact for Reading

We, the _____ School community, establish this Compact for Reading in order to foster the improvement of reading and other language arts and to support the success of our students, so all may read well and independently. We believe this can be done with the planned partnership of parents, families, students, teachers, principals and community members.

Family's Responsibilities

We will:

- Make sure our child attends school regularly, is on time, and is prepared to learn, with homework completed.
- Know what skills our child is learning in reading and other language arts classes each day.

Student's Responsibilities

I will:

- Come to school on time and be ready to learn.
- Pay attention to my teachers, family, and tutors, and ask questions when I need help.

Teacher's Responsibilities

I will:

- Provide quality teaching and leadership to my students and their families.
- Communicate frequently with families and tutors about my students' progress in reading and show them how they can help.

Principal's Responsibilities

I will:

- Set high standards in reading and other language arts by providing a challenging curriculum.
- Report publicly on schoolwide reading scores, and help teachers and parents to understand how adopting high standards can lead to the improvement of scores.

Community Member's Responsibilities

I will:

- Make a commitment to help all children learn to read.
- Keep informed about the reading standards and the performance of schools in my area.

from Partnership for Family Involvement in Education USDE

Pre Kindergarten Example

HOME/SCHOOL INVOLVEMENT COMPACT TITLE I TEACHER:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Make monthly home visits.
2. Try to be aware of the needs of your child.
3. Regularly communicate with you regarding you child's progress.
4. Hold regularly scheduled parent meetings.

Title I Teacher Signature

PARENT/CAREGIVER:

To assist in the learning and success of my son/daughter in school, I will:

1. Volunteer to work in the classroom twice a month.
2. Attend parent meetings.
3. Help my child with materials given to me.
4. Make myself availabe for home visits.

I will also encourage my son/daughter to:

1. Attend school on a regular basis and be on time.
2. Be interested in school activities.
3. Get enough sleep each night.
4. Listen to stories and books that are read to him/her.

Parent/Caregiver Signature

Date /School

Address

Telephone number

Last modified on: 02/05/2002

<http://www.k12.wa.us/title1/parents/prek.asp>

Kindergarten Example

HOME/SCHOOL INVOLVEMENT COMPACT

TITLE I TEACHERS:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Try to be aware of the needs of your child.
2. Regularly communicate with you regarding your child's progress.

Title I Teacher Signature

Date

PARENT/CAREGIVER:

I realize that my child's years are very important. I also understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Give my child a quiet place to study.
2. Encourage my child to complete his/her homework.
3. Make sure my child gets enough sleep each night.
4. Make sure my child is at school on time.
5. Spend at least 15 minutes a day reading with my child.
6. Attend open house and parent conferences.

Parent/Caregiver Signature

Date

School

Address

Telephone Number

Last modified on: 02/05/2002

<http://www.k12.wa.us/title1/parents/k.asp>

Sample Elementary School Compact

[Compacts are voluntary agreements between families and schools. This compact represents one example of what a family-school compact could look like. Schools and districts may use this compact to develop a local compact.]

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Teach classes through interesting and challenging lessons that promote student achievement.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student

Teacher

Parent/Guardian

<http://www.cde.ca.gov/fc/family/elcompact.html>

Parent, Teacher, Student (Elementary) Agreement

Fall 1994

The Lew Wallace Elementary School Vision is: The Wallace School Community envisions the highest level of success for every individual. We make the commitment to motivate, to challenge, and to inspire each other to become the best we can possibly be.

To accomplish this parents, teachers, and students need to work together. We ask that you promise to do this by completing and signing the part of the agreement that belongs to you.

Parent/Significant Adult checklist includes:

I will do my personal best to:

- Supervise the completion of student homework (A sheet explaining how to "supervise" homework should be attached to the agreement.)
- Attend at least one (1) parent/teacher conference, if needed, for each of my children.

(Choose at least three (3) of the following)

I will do my personal best to:

1. Attend at least two (2) school functions/assemblies. (Examples are: discipline assemblies, Black History programs, Hispanic programs, Music programs, Awards Day and Contests.)
2. Volunteer as a classroom helper. (We suggest 30 minutes per semester.)
3. Help with the monthly Wallace Newsletter.
4. Help with other activities. (Examples are: Health Screening, Badge Day, Market Day, Book Fair.)
5. Eat lunch with my child at least two (2) times per year.
6. Prepare materials for the teacher on my own time at home.
7. Attend a Parents-as-Partners in Education activity.
8. Be a Spanish or foreign language translator.
9. Write in your own suggestion. (What special skill or activity can you share?)

I need child care to participate in these activities.

Parent/Significant Adult's Signature

Date

<http://www.k12.wa.us/title1/parents/agreement.asp>

Student checklist includes:

I will do my personal best to:

- Return my homework completed.
- Follow the school rules.
- Follow the classroom rules.
- Respect other people and the community.

Student Signature

Date

Teacher checklist includes:

I will do my personal best to:

1. Provide a safe and caring environment where your child will begin to be responsible for his/her own behavior and learning.
2. Follow the curriculum designed for your student.
3. Take into account individual strengths in children.
4. Help your child follow the school and classroom rules.
5. Keep you informed of you child's progress on a regular basis.
6. Schedule parent/teacher conferences to accommodate parents' schedules.
7. Attend school functions.
8. Help you with how you can help your child at home.
9. Teach in all areas of intelligence.
10. Assign homework and record the return of homework.

Teacher Signature

Date

THANK YOU FOR YOUR COMMITMENT TO OUR PARTNERSHIP.

Parent's Copy

Last modified on: 02/05/2002

<http://www.k12.wa.us/title1/parents/agreement.asp>

Student, Teacher, Parent Compact

Adams Junior High

Date

PARENT/GUARDIAN AGREEMENT

(Any person who is interested in helping this student may sign in lieu of the parent.) I want my child to succeed. Therefore, I will encourage him/her by doing the following:

1. See that my child is punctual and attends school regularly.
2. Support the school discipline policy.
3. Establish a time for homework and review homework regularly.
4. Provide a quiet, well lighted place for study.
5. Encourage my child's efforts and be available for questions.
6. Stay aware of what my child is learning.
7. Provide a library card for my child.
8. Read with my child and let my child see me read.

Signature

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

Signature

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide appropriate and meaningful homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.

Signature

PRINCIPAL AGREEMENT

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Signature

Last modified on: 02/05/2002

<http://www.k12.wa.us/title1/parents/jrhigh.asp>

PARENT - STUDENT - TEACHER COMPACT

HAND IN HAND WE CAN LEARN AND WORK TOGETHER TO BUILD A BETTER WORLD.

As a Teacher, I, _____, will

- Believe that each student can learn;
- Show respect for each child and his/her family;
- Come to class prepared to teach;
- Provide an environment conducive to learning;
- Help each child grow to his/her fullest potential,
- Provide meaningful and appropriate homework activities;
- Enforce school and classroom rules fairly and consistently;
- Maintain open lines of communication with student and his/her parents;
- Seek ways to involve parents in the school program;
- Demonstrate professional behavior and a positive attitude.

As a Student, I, _____, will

- Always try to do my best in my work and in my behavior;
- Work cooperatively with my classmates;
- Show respect for myself, my school and other people;
- Obey the school and the bus rules;
- Take pride in my school;
- Come to school prepared with my homework and my supplies;
- Believe that I can learn and will learn.

As a Parent/Guardian, I, _____, will

- See that my child attends school regularly and on time;
- Provide a home environment that encourages my child to learn;
- Insist that all homework assignments are completed;
- Communicate regularly with my child's teachers;
- Support the school in developing positive behaviors;
- Talk with my child about his/her school activities every day;
- Encourage my child to read at home and to monitor his/her TV viewing;
- Volunteer time at my child's school;
- Show respect and support for my child, the teacher and the school.

**Hand in hand we will work together
to carry out the agreement of this compact.**

TEACHER _____

Date _____

STUDENT/TEACHER/PARENT COMPACT

PARENT/GUARDIAN AGREEMENT

(Any person who is interested in helping this student may sign in lieu of the parent.) I want my child to achieve. Therefore, I will encourage him/her by doing the following:

- _____ See that my child is punctual and attends school regularly.
- _____ Support the school in its efforts to maintain proper discipline.
- _____ Establish a time for homework and review it regularly.
- _____ Provide a quiet well-lighted place for study.
- _____ Encourage my child's efforts and be available for questions.
- _____ Stay aware of what my child is learning.
- _____ Provide a library card for my child.

Signature _____

STUDENT AGREEMENT

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.

Signature _____

TEACHER AGREEMENT

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide homework assignments for students.
- Provide necessary assistance to parents so that they can help with the assignments.
- Encourage students and parents by providing information about student progress.
- Use special activities in the classroom to make learning enjoyable.

Signature _____

PRINCIPAL AGREEMENT

I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent and student.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.

Signature _____

RESOURCES

Listserve: Join by addressing message to listproc@inet.ed.gov and type in message area
subscribe compactforreading firstname lastname

U.S. Department of Education: www.ed.gov
Compact for Reading
Susan Thompson-Hoffman
Email: [susan.thompson @ed.gov](mailto:susan.thompson@ed.gov)

www.ed.gov/pubs/CompactforReading

International Reading Association
www.reading.org

National Institute for Literacy
www.nifl.gov

Office of Educational Research and Improvement
www.ed.gov/offices/OERI

APPENDIX II

SCHOOL CHOICE REQUIREMENTS

School Choice Requirements

Any local educational agency with Title I schools identified as in need of assistance must, as the federal law requires, “provide all students in a school identified for school improvement with the option to transfer to another public school within the local educational agency (LEA) that has not been identified for school improvement.” Where an LEA “lacks the capacity” to offer choice to all students in identified schools, the LEA must “permit as many students as possible,” selected on an “equitable basis,” to transfer to a school not identified for improvement. The statute clearly states that the basic obligation of each local educational agency receiving funds is to provide as many students in identified schools, as possible, with a choice to attend a public school not identified for improvement within the same LEA.

An LEA must ensure that its public school choice program, like all of its educational programs, does not discriminate on the basis of race, color, national origin, sex, disability, or age, consistent with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975. Fundamentally, the choice program must provide equal educational opportunities for all eligible students. In addition, LEAs must provide students with disabilities with a free appropriate public education consistent with the Individuals with Disabilities Education Act, Section 504 and Title II of the ADA. In some cases, LEAs must provide transportation and must ensure that facilities in receiving schools are accessible so that students with disabilities have equal access to the range of school choices available to other students. The duty not to discriminate also requires LEAs to ensure effective communication with limited English proficient students and parents, and parents whose children have disabilities, so that these parents have the same opportunity as other parents to make timely, informed choices. Moreover, a LEA must ensure that its choice program is consistent with applicable civil rights commitments regarding student assignments, including desegregation plans or court orders.

Transportation costs associated with the public school choice requirement

Title I explicitly authorizes the use of these funds for transportation costs when public school choice is implemented. A LEA may use these funds to cover transportation costs necessary to implement public school choice fairly and effectively, subject to two limitations. First, in a targeted assistance school, transportation may only be provided for students who receive Title I service. Second, the costs to Title I must be supplemental to the transportation costs the LEA would otherwise incur. For example, if a LEA currently transports a child two miles to attend a school identified as in need of improvement, Title I funds may be used only to pay for the additional cost of transporting the child to a school not as in need of improvement (i.e., the amount beyond what is already being spent to transport that student to the identified school).

Lack of capacity for transfer

The U.S. Department of Education recognizes that a few educational agencies may not be able to provide a transfer option to every student in Title I schools in need of improvement due to limited time or resources for transportation, limited space in schools not identified as schools in need of improvement, or competing obligations under State or local laws. Indeed, some LEAs currently implement public school choice programs that provide transfer options to many, though not all, students in Title I schools identified as in need of improvement. Under the appropriations statute, an LEA may provide choice to fewer than all eligible students if it demonstrates “to the satisfaction of the State educational agency” that it “lacks the capacity” to provide all students with an option to transfer to a public school not identified as in need of improvement. The Iowa Department of Education requires that local districts fully demonstrate their lack of capacity to implement the choice provisions.

